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ABSTRACT

This introduction to marketing guide addresses the three domains of learning: psychomotor, cognitive, and affective. The guide contains suggestions for specific classroom activities for each domain. Each unit or task in this guide contains a competency statement followed by performance objectives, job-relevant instructional activities, instructional materials/resources, and evaluation questions with answers. The 14 units are: (1) overview of marketing; (2) functions of marketing; (3) economics of marketing and the free enterprise system; (4) forms of business organization; (5) marketing management; (6) marketing skills (basic mathematical computations); (7) preemployability; (8) self-awareness; (9) values clarification; (10) decision making; (11) developing a career-life plan; (12) job search skills; (13) job interview and placement skills; and (14) job maintenance. Transparency masters have been included for some units. Two appendices contain a 45-item bibliography and definitions of terms. (NLA)

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SOUTH CAROLINA
GUIDE
FOR
INTRODUCTION TO MARKETING

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INTRODUCTION

This guide addresses all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor

Manipulative skills, such as operating a cash register or wrapping merchandise, are representative of activities that are psychomotor in nature. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. Emphasis will be on skill development. Students will be required to practice marketing skills in this program during class.

Cognitive

To perform psychomotor tasks, students must think. Before stocking shelves in a store, the student must decide where to put the stock and how much to price it, as well as how much of the stock to place on the shelves.

Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test his/her knowledge, a student may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. That mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good thinking can help an employee do a job better and more quickly. This guide provides for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school and fellow students. This guide seeks to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions. Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this guide, the student will have participated in activities dealing with getting along with others, with supervisors or staff members, and large/small groups.

USE OF THIS GUIDE

This guide is designed to provide marketing competencies, performance objectives, instructional resources, instructional activities, evaluation questions, information sheets, and worksheets. Transparency masters have been included for some units. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills, in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skills and group subject knowledge, by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement.

OVERVIEW OF MARKETING

Identify and state the purpose of the marketing concept.

Identify the following marketing terms: customer, consumer, product, service, distributor, marketing, retailer.

Identify motives used in influencing the buyer to include rational and emotional motives.

Identify product image, corporate image, and brand image.

UNIT

OVERVIEW OF MARKETING

COMPETENCY

Identify and state the purpose of the marketing concept.

PERFORMANCE OBJECTIVE

Given classroom discussion and information,identify that the marketing concept is the ideal of fulfilling the needs of customers at a profit, and state that the purpose is to develop satisfied customers who will want to do business with you again.

INSTRUCTIONAL RESOURCES

1. Hutt and Stull. **Marketing: an Introduction**, Chapter 1.
2. Mason, Rath, and Ross. **Marketing Practices and Principles**, Chapter 2.

INSTRUCTIONAL ACTIVITIES

1. Discuss why the marketing concept is important to modern marketing businesses.
2. Discuss the distinct characteristics of a business that employs the marketing concept.
3. Assign student to explain the difference in the sales concept and the marketing concept.
4. Assign student to write an essay on the purpose of the marketing concept.

EVALUATION

Questions

1. Trying to sell something before learning what customers want is called a __________________ concept.
   a. marketing
   b. customer
   c. sales
   d. profit

2. When a business follows the marketing concept, the emphasis is on
   a. sales.
   b. production.
   c. customers.
   d. promotion.

3. The idea of fulfilling the needs of customers at a profit is called the __________ concept.
   a. sales
   b. marketing
   c. business
   d. profit

COMPETENCY

Identify and state the purpose of the marketing concept.

EVALUATION continued

Answers

1. c.
2. c.
3. b.

COMPETENCY

Identify and state the purpose of the marketing concept.

INFORMATION SHEET

The idea of fulfilling the needs of customers at a profit is called the **marketing concept**. Although this is a simple idea, it is not followed by all business firms. Perhaps you have walked into a store where a salesperson tried to sell you something that you did not want. This is called the **sales concept**, which means trying to sell something before learning what customers want. When the marketing concept is followed, however, a business finds out first what customers want and then makes it available.

The marketing concept has three parts:

1. customer concept
2. total company effort
3. profit as a goal

Customer concept means doing what the customers want, not what the business wants. For example, some stores are open evenings and weekends for their customers' convenience. Practices such as this may be inconvenient for business firms, but what the customers want is more important.

Total company effort means that all parts of the business work together. This leads to customer satisfaction. And this is what marketing is all about: doing what is necessary to make people want to do business with a company again and again.

Profit is the difference between income from sales and the expense of running a business. Profit should be a goal of the business.

COMPETENCY

Identify and state the purpose of the marketing concept.

WORKSHEET

1. List five businesses in your community that employ the marketing concept and state your rationale for your selection.

	Business	Rationale
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________

2. List five businesses in your community that do not appear to follow the marketing concept. Give an illustration to justify your selection.

	Business	Illustration
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________

UNIT

OVERVIEW OF MARKETING

COMPETENCY

Identify the following marketing terms: customer, consumer, product, service, distributor, marketing, and retailer.

PERFORMANCE OBJECTIVE

Given information and discussion, identify specified marketing terms.

INSTRUCTIONAL RESOURCES

1. Hutt and Stull. **Marketing: an Introduction,** Chapter 1.
2. Mason, Rath, and Ross. **Marketing Practices and Principles**, Chapter 1.

INSTRUCTIONAL ACTIVITIES

1. Provide discussion and definitions of marketing terms.
2. Assign student to check whether an activity involves the distribution of a product or service. (See attached worksheet.)
3. Give student a list of businesses, such as part of the Yellow Pages, and have him/her distinguish between those businesses that market goods and those that market services.
4. Give student a list of situations and have him/her identify the customer and the consumer. (See attached worksheet.)
5. Instruct student to match definitions to marketing terms.

EVALUATION

Questions

1. All of the following are businesses that primarily sell services except
   a. car rental agency.
   b. department store.
   c. movie theater.
   d. dry cleaning store.

2. In which situation is the customer not the consumer?
   a. Bill buying a shirt for his father.
   b. Mary buying herself a dress.
   c. A man buying himself a new suit.
   d. Joe buying a hamburger for lunch.

Answers

1. b
2. a

COMPETENCY

Identify the following marketing terms: customer, consumer, product, service, distributor, marketing, and retailer.

INFORMATION SHEET

A **customer** is anyone who buys or rents products and services. The **consumer** is the person who uses the products or services. Often the customer and the consumer are the same. If you purchased the paper you are using, you are both customer and consumer. Sometimes, however, the customer and consumer are separate persons. When a boy buys perfume for his girlfriend, the boy is the customer, but his girlfriend is the consumer.

Everything you purchase is either a product or a service. **Products,** called goods, are tangible items. They are things you can touch. **Services** are tasks or activities that we pay others to do or provide for us.

A **distributor** is involved in the actual movement of goods from the producer to the consumer.

Marketing is all the activities involved in getting a product or service from the producer to the consumer. Marketing is like a link in a chain. It connects those who provide a product or service with those who buy and use it.

A **retailer** is a business that buys products from extractors, manufacturers, or wholesalers and sells them to persons who will use them.

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COMPETENCY

Identify the following marketing terms: customer, consumer, product, service, distributor, marketing, and retailer.

WORKSHEET 1

Check whether the following activity involves the distribution of a product or a service:

1. A teenager buying a baseball.
2. A businessperson boarding an airplane.
3. A family staying at a hotel.
4. A girl buying a blouse.
5. A salesperson wrapping a customer's purchase.

Answers

1. product
2. service
3. service
4. product
5. service

COMPETENCY

Identify the following marketing terms: customer, consumer, product, service, distributor, marketing, and retailer.

WORKSHEET 2

In the following situations, identify the customer and the consumer:

1. Bill bought a hamburger to eat for lunch.
2. Joe bought Mary a friendship ring.
3. A mother bought baby food for her baby.

Answers

1. customer - Bill
   consumer - Bill
2. customer - Joe
   consumer - Mary
3. customer - mother
   consumer - baby

UNIT

OVERVIEW OF MARKETING

COMPETENCY

Identify motives used in influencing the buyer to include rational and emotional motives.

PERFORMANCE OBJECTIVE

Given information and discussion, identify rational and emotional buying motives.

INSTRUCTIONAL RESOURCE

Ditzenberger and Kidney. **Selling: Helping Customers Buy**, Unit 2.

INSTRUCTIONAL ACTIVITIES

1. Discuss the reasons why customers buy.
2. Explain the difference between rational and emotional motives.
3. Give student a list of buying decisions and have him/her tell whether the customer was influenced by rational or emotional motives. (See attached worksheet.)
4. For the following products, list some of the rational and emotional buying motives that salespeople might use to sell: a bed, a radio, shoes, and car insurance.

EVALUATION

Questions

1. When buying a pair of shoes because your friends have similar ones, you are motivated by a desire for
   a. individuality.
   b. creativity.
   c. low price.
   d. social acceptance.

2. Which buying motive influences a purchase decision that involves conscious thought?
   a. Rational
   b. Emotional
   c. Patronage
   d. Primary

Answers

1. d.
2. a.

COMPETENCY

Identify motives used in influencing the buyer to include rational and emotional motives.

INFORMATION SHEET

Every purchase by a consumer is a result of a motive. Rational buying motives influence consumer behavior when purchasing decisions involve conscious thought and deliberation. Buyer motives include dependability, convenience, price, and economy of a product or service.

Emotional buying motives influence consumer behavior when purchasing decisions are made with little or no conscious reasoning or thought involved. Some common emotional buying motives are social acceptance, individuality, esteem, and creativity.

COMPETENCY

Identify motives used in influencing the buyer to include rational and emotional motives.

WORKSHEET

Tell whether the customer was influenced by rational or emotional motives.

1. I want a pair of prewashed jeans -- the kind everyone is wearing.
2. I want a pair of prewashed jeans that won't shrink.
3. I want to find a prom dress to wear that is different from everyone else's.

Answers

1. Emotional
2. Rational
3. Emotional

UNIT

OVERVIEW OF MARKETING

COMPETENCY

Identify product image, corporate image, and brand image.

PERFORMANCE OBJECTIVE

Given information and discussion, identify product image, corporate image, and brand image.

INSTRUCTIONAL RESOURCES

1. Meyer et al. **Retailing Principles and Practices**, Chapter 60.
2. Ditzenberger and Kidney. **Selling: Helping Customers Buy**, Unit 2.

INSTRUCTIONAL ACTIVITIES

1. Discuss product, corporate, and brand image.
2. Give student a list of products, businesses, and brands. Assign him/her to tell the image of each.
3. Divide class into two groups.
    a. Instruct Group I to select one relatively unknown product and build a product image campaign.
    b. Instruct Group II to conduct a survey to determine how the class feels about the product before and after the image building campaign.

EVALUATION

Questions

1. Preferring to buy from one business or store over another is known as ________________ image.
    a. brand
    b. corporate
    c. product
    d. buyer

2. Changing the name of a product to create a favorable image is an example of creating ________________ image.
    a. brand
    b. corporate
    c. product
    d. buyer

Answers

1. b.
2. a.

COMPETENCY

Identify product image, corporate image, and brand image.

INFORMATION SHEET

Image refers to the way customers feel about a product, business, or brand. **Product image** means that a customer buys a particular product because he or she has a favorable impression of that product. The customer's buying decision is often influenced by a specific feature or characteristic of the product.

Corporate image involves customers who prefer to buy from one business or store over another. The image of a store can be compared to the personality of an individual. In building a favorable corporate image, stores should ask themselves the following questions: What kind of store are we? Who are the customers we want to attract? What types of services should we offer our customers?

Brand image is when a customer prefers a particular brand of product because it conveys a certain image. For instance, customers may buy certain brands of cosmetics because they convey the image of love, strength, or increased charm. In recent years several large companies have changed the brand names of their products to create a more favorable impression. Cities Service Oil Company, for example, changed the name of its gasoline to CITGO to create an active, modern image.

COMPETENCY

Identify product image, corporate image, and brand image.

WORKSHEET

The Joneses are planning to buy a new dishwasher. After studying several sources of information, they have narrowed their choices to three models. All three are advertised in their local newspaper. Read the information below, and answer the questions that follow.

Advertisement 1: Save $80! Regularly $449.95, now reduced. Features water-saving cycle. Choose hot or cool forced-air drying. Installation extra.

Advertisement 2: Dual wash regular cycle; low energy cycle for drying circulates air without heat; outstanding value at $359.99.

Advertisement 3: New dual detergent dispenser; indicator lights for pot/pan cycle; silverware basket with handle; 10 cycles; regularly $429.99; save $60 by buying now. Great buy!

a. How much will the first dishwasher cost the Joneses if they buy now?

____

b. How much will the third dishwasher cost at the sale price?

____

c. Which is the lowest priced of the three dishwashers?

____

d. What additional information do you think could be included in the advertisements?

Advertisement 1: ______________________________

____

Advertisement 2: ______________________________

____

Advertisement 3: ______________________________

____

COMPETENCY

Identify product image, corporate image, and brand image.

WORKSHEET continued

e. Which do you think is the best choice among the three dishwashers? Why?

____

____

f. Will the images of the brands and the stores shopped influence your selection? How?

____

____

FUNCTIONS OF MARKETING

Identify the marketing functions.

Identify the steps used in sales presentations.

UNIT

FUNCTIONS OF MARKETING

COMPETENCY

Identify the marketing functions.

PERFORMANCE OBJECTIVE

Given information and discussion, identify the marketing functions.

INSTRUCTIONAL RESOURCES

1. Mason, Rath, and Ross. **Marketing Practices and Principles,** Chapter 2.
2. Hutt and Stull. **Marketing: an Introduction,** Chapter 2.

INSTRUCTIONAL ACTIVITIES

1. Define marketing functions and how they are classified as exchange, physical distribution, or facilitating activities.
2. Supply student with a list of marketing activities and have him/her indicate whether the function is classified as an exchange, physical distribution, or facilitating activity.

EVALUATION

Questions

1. Market research is an example of which marketing function?
   a. Facilitating
   b. Exchange
   c. Physical distribution
   d. Transporting

2. Selling and buying are __________ activities.
   a. facilitating
   b. physical distribution
   c. exchange
   d. financing

Answers

1. a.
2. c.

COMPETENCY

Identify the marketing functions.

INFORMATION SHEET

The marketing process can be divided into tasks which are performed as products and services flow from producer to consumer. These tasks are called marketing functions. These functions can be classified as either exchange, physical distribution, or facilitating activities.

Exchange activities are basically buying and selling. Buying is the act of selecting and obtaining the kind, quality, and quantity of products and services that are needed. Selling includes seeking markets and then making products and services available to those markets.

Physical distribution activities involve the actual movement of goods from producer to consumer. Two important physical distribution activities are transportation and storage. Products may be transported by trucks, railroads, airplanes, waterways, and pipelines. Storing means stocking goods for future use. Goods are often stored in warehouses. This is necessary when goods are produced ahead of the time they will be needed or when large shipments must be broken down into smaller shipments before being marketed.

Facilitating activities are supporting activities. Financing, risk taking, marketing research, advertising and other sales promotions, branding, packaging, standardizing, and grading are all examples of facilitating activities.

COMPETENCY

Identify the marketing functions.

WORKSHEET

Directions: Into which marketing functions should the following activities be classified?

ACTIVITY	EXCHANGE	PHYSICAL DISTRIBUTION	FACILITATING
a. advertising			
b. transporting			
c. grading			
d. storing			
e. buying			
f. selling			
g. financing			

Answers

a. FACILITATING
b. PHYSICAL DISTRIBUTION
c. FACILITATING
d. PHYSICAL DISTRIBUTION
e. EXCHANGE
f. EXCHANGE
g. FACILITATING

UNIT

FUNCTIONS OF MARKETING

COMPETENCY

Identify the steps used in sales presentations.

PERFORMANCE OBJECTIVE

Given information and discussion, identify the steps used in sales presentations.

INSTRUCTIONAL RESOURCE

Ditzenberger and Kidney. **Selling: Helping Customers Buy,** Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Describe and discuss the seven steps of the sales process.
2. Invite salespersons to class for discussion on how to handle objections, closings, and suggestion selling.
3. Provide the student with a salable item and have him/her sell it to a classmate.

EVALUATION

1. In handling customer's objections, the salesperson should
    a. argue with the customer.
    b. minimize the objection.
    c. listen for the real objection.
    d. knock the competitor's product.

2. The selling step involved in selling customer an item to go with what he/she has already purchased is called

    a. feature-benefit presentation.
    b. suggestion selling.
    c. closing the sale.
    d. handling customer objections.

Answers

1. c.
2. b.

COMPETENCY

Identify the steps used in sales presentations.

INFORMATION SHEET

The sales process can be divided into seven specific steps. They are preapproach, approach, determining needs and wants, feature-benefit presentation, handling customer objections, closing the sale, and suggestion selling.

The preapproach is the salesperson's preparation for a sale. Selling is 90% preparation and 10% presentation. In order to make effective sales presentations, the salesperson should understand customers' buying motives and the product's features and benefits.

The approach begins when you greet the customer. The purpose of the approach is to create a favorable impression on customers and to direct their attention to the product.

Determining customer needs and wants is the next step. Since many customers may not know exactly what they are looking for, it is important that the salesperson ask them questions to determine their interests about a product or service. The customers' responses and reactions will help you select the right product or service for their needs.

Your job is to sell the features, advantages, and benefits of a product or service, making a feature-benefit presentation when the customers have expressed an interest in that product or service. You should translate product features into buyer benefits. One of the best ways to accomplish this is to demonstrate the product.

Customer objections may come at any time during a sale. In handling objections, you should:

1. Listen for the real objection.
2. Pause before answering the objection.
3. Show empathy.
4. Restate the objection.
5. Answer the objection completely and concisely.
6. Turn the customer's objections into positive selling points.

Closing the sale--when you sense that the customer has a strong desire for the product or service, try to close the sale. You need to be ready to close the sale, because many sales are lost because salespeople fail to ask for the sale.

Suggestion selling is the process of selling the customer an item to go with what he/she has already purchased. Use suggestion selling as a sincere method of helping the customer. For example, when a customer buys paint, the salesperson should ask if he/she needs paintbrushes or other painting supplies.

COMPETENCY

Identify the steps used in sales presentations.

WORKSHEET

GIVING A SALES PRESENTATION

Project Goal: Given a product requiring personal selling, prepare a sales presentation for it and give the presentation to your class.

Action: Select a product such as a camera, radio, recorder, or toy. Write the product you select in the left-hand column of the form below. In the center column are listed the parts of the sales presentation. In the right-hand column, list the key selling points of your product for each part of the presentation.

PRODUCT	PARTS OF PRESENTATION	KEY SELLING POINTS
Example: Camera	Organizing the story	Translate product features such as single-lens reflex, fast shutter action, and precise focus into customer benefits.
	Organizing the story	
	Appealing to sight and hearing	
	Bringing the prospect into the act	
	Concluding with extras	

Use this material as the basis for delivering an oral sales presentations to your class.

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

Identify the term *economics* and its relation to marketing.

Identify the economic systems in operation today.

Name basic problems of the various economic systems.

Identify the advantages of the modified free enterprise system over the other systems.

Identify the major goals of the modified free enterprise system.

UNIT

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

COMPETENCY

Identify the term *economics* and its relation to marketing.

PERFORMANCE OBJECTIVE

Given information and practice, describe marketing and the free enterprise system.

INSTRUCTIONAL RESOURCE

Mason, Rath, and Ross. **Marketing Practices and Principles**, Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Identify the term *economics* and its relation to marketing.
2. Assign student to write a report on economics and its relation to how goods and services are distributed.

EVALUATION

Questions

1. All of the following are basic decisions an economic system must make except
   a. What should be produced?
   b. What should be advertised?
   c. How should it be produced?
   d. How should it be distributed?

2. The way a nation chooses to use its resources is called its ____________ system.
   a. production
   b. distribution
   c. economic
   d. consumer

Answers

1. b.
2. c.

INFORMATION SHEET

The way a nation chooses to use its resources to produce and market goods and services is called an economic system or economy.

Each country has only a certain amount of resources. Therefore, the amount of goods and services a nation can produce is limited. Even the richest nations cannot supply everything their people want. They have to decide how to get the greatest benefit from their resources. How a nation makes this decision determines the form of its economic system.

An economic system must decide what goods and services should be produced, how they should be produced, and how they should be distributed.

COMPETENCY

Identify the term *economics* and its relation to marketing.

WORKSHEET

Read these short descriptions of four countries and answer the questions that follow.

Australia is a land rich in natural resources, and the people enjoy one of the highest standards of living in the world. Most businesses are privately owned. The country was especially prosperous in the 1980's when it increased exports, discovered additional gold resources, and grew faster than any other major industrial nation. It is one of the top exporters of beef, lamb, wool, wheat, and minerals.

Great Britain has government industries. Its coal mines, steel mills, railroads, and banking system are nationalized. Since 1983, the country has increased the role of private enterprise. It upholds the rights of private property and private enterprise and is a major exporter of goods to the rest of the world. However, it must import much of its food and raw materials for manufacturing.

In contrast, the Republic of Chad is one of the world's poorest countries. Most of the people are either shepherds or farmers. Its economy is almost entirely dependent on agriculture and foreign aid. Progress has been slowed to a halt by civil war over many years.

The Soviet Union has been experiencing some setbacks in recent years. Its five-year plans have not met the goals for economic growth set by Communist Party leaders in recent years. Heavy industry has received strong emphasis at the expense of consumer goods in the most recent five-year plans.

COMPETENCY

Identify the term *economics* and its relation to marketing.

WORKSHEET continued

1. Which of these four countries comes closest to having a market economy?

____

2. Which comes closest to having a traditional economy?

____

3. Which would you describe as having a command economy?

____

4. What points in the article give you clues that Great Britain is not a pure market system?

____

____

UNIT

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

COMPETENCY

Identify the economic systems in operation today.

PERFORMANCE OBJECTIVE

Given information, identify the economic systems in operation today.

INSTRUCTIONAL RESOURCE

Mason, Rath, and Ross. **Marketing Practices and Principles**, Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Discuss the various economic systems in operation today.
2. The class will be divided into three groups. Each group will research an economic system and make a report to the class.
3. Assign student to complete a word scramble. (See attached worksheet.)
4. Assign student to match countries with their economic systems. Example:
   U.S.-Modified free enterprise
   Great Britain - Socialism
   Soviet Union - Communism

EVALUATION

1. Freedom of competition is a characteristic of which economic system?
   a. Modified free enterprise
   b. Collective ownership
   c. Socialism
   d. Communism

2. Socialism is the economic system in operation in
   a. the United States.
   b. Great Britain.
   c. Japan.
   d. Poland.

Answers

1. a.
2. b.

COMPETENCY

Identify the economic systems in operation today.

INFORMATION SHEET

The main economic systems in operation today are modified free enterprise, socialism, and communism.

Modified free enterprise is an economic system in which the people make most economic decisions. Some decisions are controlled by the government. For example, some land is saved for parks, and certain products, such as some narcotics, cannot be legally produced. Under this economic system, individuals are permitted to invest their capital and are free to receive a profit as their personal income. There are four basic beliefs or freedoms characteristics of the modified free enterprise system. They are freedom to own private property, freedom to make a profit, freedom of enterprise, and freedom of competition. The modified free enterprise system is the economic system practiced in the United States

Socialism is a planned economic system. Socialism's central idea is the elimination of the profit motive as a goal for the production of goods; instead, production of goods is based on use. The government makes decisions concerning the best interests of society. If public ownership of a major industry or business is viewed as in the best interest of society, then the government owns and controls the industry. If society will be better off in a business or industry which is privately owned, then the government will allow private ownership. This is the economic system practiced by Great Britain.

Communism is also a planned economic system. However, in this system there is practically no individual ownership of private property. The government controls and operates the entire economy. It owns all capital goods, sets prices and wages, and establishes all economic goals. This is the economic system in operation in the Soviet Union.

COMPETENCY

Identify the economic systems in operation today.

WORKSHEET

Word Scramble:

IMOCUMSNM ____________________

IMSALICOS ____________________

DEFIDIOM REFE TRENEREIPS ____________________

Answers

COMMUNISM
SOCIALISM
MODIFIED FREE ENTERPRISE

UNIT

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

COMPETENCY

Name basic problems of the various economic systems.

PERFORMANCE OBJECTIVE

Given information, name basic problems of the various economic systems.

INSTRUCTIONAL RESOURCE

Mason, Rath, and Ross. **Marketing Practices and Principles**, Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Discuss problems of the various economic systems.
2. Assign student to answer questions using a current job as a basis for responding. If student is not currently employed, he/she can select a job. (See attached worksheet.)

EVALUATION

1. Under which economic system is there no freedom of ownership?
   a. Communism
   b. Socialism
   c. Traditional
   d. Free Enterprise

2. A basic problem of a communistic economy is
   a. high taxes.
   b. high wages.
   c. employment.
   d. incentive.

Answers

1. a.
2. d.

COMPETENCY

Name basic problems of the various economic systems.

INFORMATION SHEET

One of the basic problems of the modified free enterprise system is that while there is the freedom of business ownership, there is no guarantee of success. About one of every three new businesses fails in the first year of operation. Another problem with this type of economic system is unemployment.

In a traditional economy the government is most often autocratic or dictatorial. Rarely are goods and services distributed according to the hard work or productivity of the individuals who produced them. Rather, the goods and services are distributed according to birth order, sex, or age. A traditional economy does not work well when a country becomes industrialized.

Socialism advocates collective ownership of most of the major production and distribution systems of the society. Wages for work are determined by the government. The profits of those involved in private ownership of businesses are heavily taxed.

Communism is a totally government-controlled society. There is complete dictatorship over the economy. There is no freedom to choose the job you prefer. Without competition, the incentive to produce is low.

COMPETENCY

Name basic problems of the various economic systems.

WORKSHEET

A. Who chose this job for you?
Who would have chosen it for you in a traditional economy?
In a socialist or communist economy?

B. Would you be performing this or a similar type of job if you lived in a socialist country like Great Britain?
In a communist country like the Soviet Union?

UNIT

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

COMPETENCY

Identify the advantages of the modified free enterprise system over other systems.

PERFORMANCE OBJECTIVE

Given information and discussion, identify the advantages of the modified free enterprise system over the other systems.

INSTRUCTIONAL RESOURCE

Mason, Rath, and Ross. **Marketing Practices and Principles,** Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Instruct student to write down what the economic characteristic of ownership means to him/her.
2. Instruct student to use the local newspaper, cutting out at least five advertisements of competing businesses, and make a poster of these ads.
3. Instruct student to write a letter to an imaginary friend in the Soviet Union telling him/her of the advantages of an economic system that includes profit as an incentive.

EVALUATION

Questions

1. All of the following are advantages of a modified free enterprise system except
   a. profit.
   b. competition.
   c. ownership.
   d. dictatorship.

2. A modified free enterprise economy advocates
   a. collective ownership.
   b. private ownership.
   c. autocratic government.
   d. totalitarian government.

Answers

1. d.
2. b.

COMPETENCY

Identify the advantages of the modified free enterprise system over other systems.

INFORMATION SHEET

One of the advantages of the modified free enterprise system is the freedom of ownership. Within certain limits you are free to decide what you wish to do with those things you own. When free to own things, we tend to take better care of our own property than we do of public property.

Another advantage is the freedom to start, operate, and end a business.

Among the most important advantages of the modified free enterprise system is the freedom of competition. Competition among business results in better goods and services and reasonable prices.

Freedom to make a profit is an advantage of modified free enterprise. Working hard is an important incentive.

COMPETENCY

Identify the advantages of the modified free enterprise system over other systems.

WORKSHEET

KEY WORDS

Directions: In this word search puzzle, you will be able to find eighteen words. They may be written upward, downward, backward, forward, or diagonally. Circle the word when you find it in the puzzle, and then check it off the list on the back of this sheet.

E	A	B	X	T	S	R	L	Q	I	F	Y	N	Z	K	H	W	Y
O	S	M	O	N	E	Y	M	A	N	A	G	E	M	E	N	T	A
R	D	P	M	L	I	T	O	X	F	W	B	Z	K	Y	I	V	P
U	T	I	L	I	T	I	E	S	O	S	A	I	U	L	G	A	E
A	E	K	D	N	I	A	U	G	T	J	P	M	I	C	E	R	M
J	I	A	L	U	L	N	K	E	A	D	S	B	D	I	B	I	O
W	T	B	Z	E	I	T	S	W	Q	E	I	J	U	X	F	A	H
G	I	F	O	I	B	S	L	O	R	X	O	W	E	D	M	B	E
N	L	I	J	S	A	T	H	P	E	I	G	S	W	S	G	L	K
I	B	Y	E	O	I	N	Q	L	R	F	X	E	L	S	T	E	A
C	V	I	R	T	L	H	F	T	I	I	R	A	O	W	N	E	T
N	A	Y	S	O	W	P	I	N	R	G	O	R	F	O	L	X	M
A	G	R	O	S	S	P	A	Y	I	G	W	R	C	S	T	P	L
L	V	W	L	A	D	N	B	Z	E	S	N	T	I	K	C	E	H
S	N	O	I	T	C	U	D	E	D	I	E	H	O	T	B	N	K
E	H	K	T	I	W	B	A	V	I	R	D	T	C	E	I	S	U
D	E	T	A	M	I	T	S	E	L	N	C	K	G	E	L	E	Y
F	B	L	H	W	K	M	A	N	E	T	W	O	R	T	H	S	S

COMPETENCY

Identify the advantages of the modified free enterprise system over other systems.

WORKSHEET continued

______ UTILITIES
______ ASSSETS
______ VARIABLE EXPENSES
______ DEDUCTIONS
______ GROSS PAY
______ BUDGET
______ ESTIMATED
______ MONEY MANAGEMENT
______ FINANCIAL

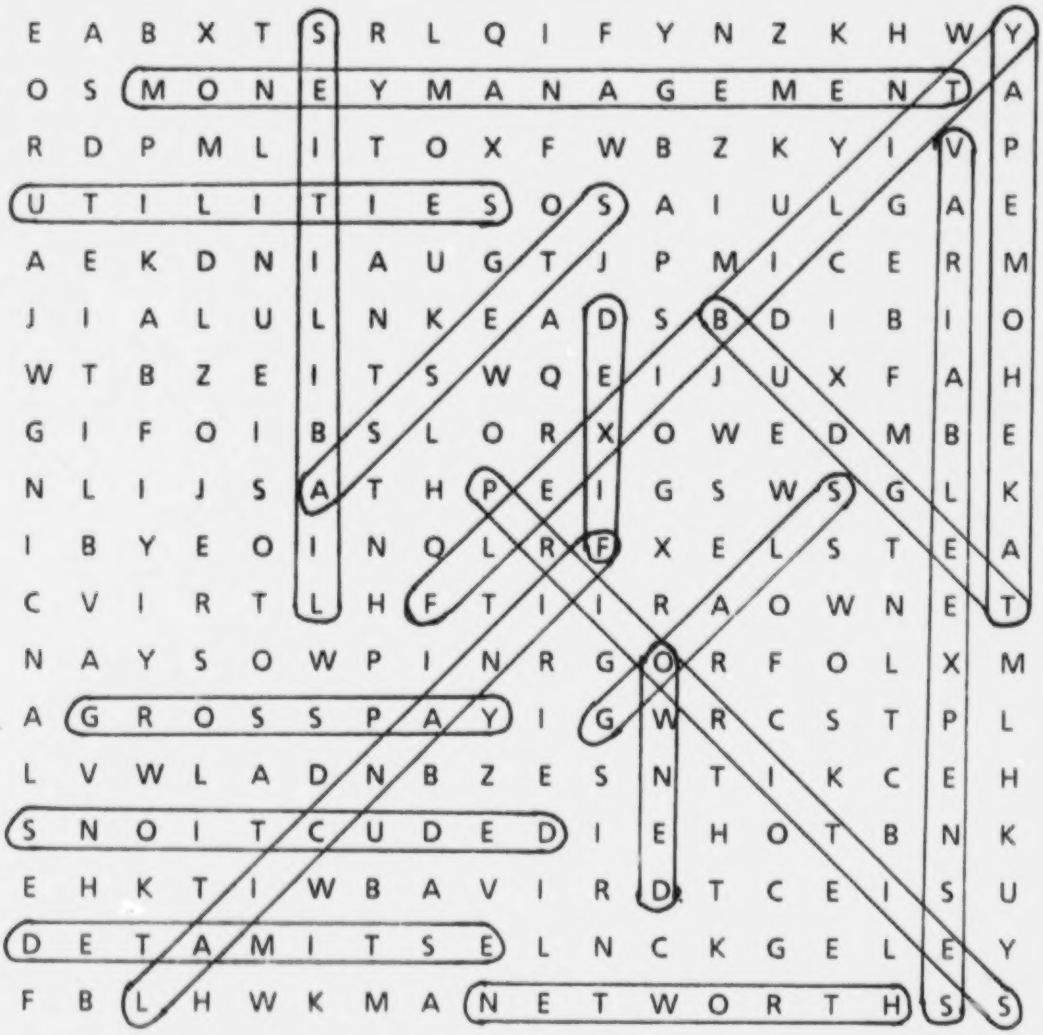
______ FIXED
______ FLEXIBILITY
______ GOALS
______ LIABILITIES
______ NET WORTH
______ OWED
______ OWNED
______ PRIORITIES
______ TAKE-HOME PAY

COMPETENCY

Identify the advantages of the modified free enterprise system over other systems.

WORKSHEET

ANSWER SHEET



E	A	B	X	T	S	R	L	Q	I	F	Y	N	Z	K	H	W	Y
O	S	M	O	N	E	Y	M	A	N	A	G	E	M	E	N	T	A
R	D	P	M	L	I	T	O	X	F	W	B	Z	K	Y	I	V	P
U	T	I	L	I	T	I	E	S	O	S	A	I	U	L	G	A	E
A	E	K	D	N	I	A	U	G	T	J	P	M	I	C	E	R	M
J	I	A	L	U	L	N	K	E	A	D	S	B	D	I	B	I	O
W	T	B	Z	E	I	T	S	W	Q	E	I	J	U	X	F	A	H
G	I	F	O	I	B	S	L	O	R	X	O	W	E	D	M	B	E
N	L	I	J	S	A	T	H	P	E	I	G	S	W	S	G	L	K
I	B	Y	E	O	I	N	Q	L	R	F	X	E	L	S	T	E	A
C	V	I	R	T	L	H	F	T	I	I	R	A	O	W	N	E	T
N	A	Y	S	O	W	P	I	N	R	G	O	R	F	O	L	X	M
A	G	R	O	S	S	P	A	Y	I	G	W	R	C	S	T	P	L
L	V	W	L	A	D	N	B	Z	E	S	N	T	I	K	C	E	H
S	N	O	I	T	C	U	D	E	D	I	E	H	O	T	B	N	K
E	H	K	T	I	W	B	A	V	I	R	D	T	C	E	I	S	U
D	E	T	A	M	I	T	S	E	L	N	C	K	G	E	L	E	Y
F	B	L	H	W	K	M	A	N	E	T	W	O	R	T	H	S	S

UNIT

ECONOMICS OF MARKETING AND THE FREE ENTERPRISE SYSTEM

COMPETENCY

Identify the major goals of the modified free enterprise system.

PERFORMANCE OBJECTIVE

Given information and discussion, identify the major goals of the modified free enterprise system.

INSTRUCTIONAL RESOURCE

Warmke, Palmer, and Nolan. **Marketing In Action,** Chapter 3.

INSTRUCTIONAL ACTIVITIES

1. Discuss the six major economic goals of our economy.
2. Assign student to list and explain the order in which he/she thinks most Americans rate economic goals. Compare list with those prepared by other class members.
3. Conduct a class discussion on the ways the goals of our economy conflict.

EVALUATION

Questions

1. The goal of trying to get the most for one's effort or money refers to economic
   a. freedom.
   b. efficiency.
   c. stability.
   d. justice.

2. The desire to provide a program for the care of the aged and unavoidably unemployed refers to economic
   a. stability.
   b. justice.
   c. growth.
   d. security.

Answers

1. b.
2. d.

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COMPETENCY

Identify the major goals of the modified free enterprise system.

INFORMATION SHEET

The economic goals selected by the people of a nation influence directly the type of economic system the nation will operate under.

The major economic goals include freedom, efficiency, growth, stability, justice, and security.

Economic freedom refers to an individual's freedom to make economic choices. This includes your freedom to decide where you will work, how you will spend your income, how much of your income you save or invest, and whether you will go into business for yourself or work for someone else.

Economic efficiency refers to making the most efficient use of limited resources. The goal of economic efficiency is essentially an attempt to get the most for one's effort or money.

Economic growth is closely linked to economic efficiency. There is economic growth when the production of goods and services surpasses the population.

Economic stability refers to smoothing out the up's and down's of business activities. A high level of employment without inflation or deflation is desired.

Economic justice refers to distribution of wealth. Who gets paid how much for doing what? In our economy, most distribution of wealth takes place through the market system. Each worker tries to earn as much as possible and each consumer tries to receive the greatest value for each dollar spent. Americans tend to feel that an economic system is "just" when there is equality of opportunity.

Economic security means that we endorse care for the aged and the unavoidably unemployed, aid for depressed areas and farm programs, and a plan for social security.

COMPETENCY

Identify the major goals of the modified free enterprise system.

WORKSHEET

1. These items are goals for some economic systems. For each one, check whether you agree or disagree that it is a goal of *our* economic system. If you are not sure, check "Unsure."

Goal	A Goal of Our System		
	Agree	**Disagree**	**Unsure**
Increase the amount of goods and services available to consumers.			
Increase the standard of living.			
Place the government before the individual.			
Provide jobs for all who are willing and able to work.			
Provide the same income for everybody.			
Provide the freedom to buy goods in the marketplace.			
Government provides jobs for people.			
Provide financial security for people who are unable to care for themselves.			

2. For each item in number 1 that you checked "disagree," give your reason for rejecting that goal. Restate the goalso that it is correct.

COMPETENCY

Identify the major goals of the modified free enterprise system.

WORKSHEET continued

3. Here are several business firms you might find in your community. For each pair, indicate whether each competes with the other. Also, check whether they provide goods, a service, or both to consumers.

Business	Do they compete with each other?		What do they provide?	
	Yes	No	Goods	Services
a. Andy's Records and Tapes b. Super Value Variety Store				
a. A local bank b. A local savings & loan association				
a. Lindblom's Supermarket b. Craig's Department Store				
a. Local service station b. Trusty Tire Store				
a. Winthrop's Automobile Agency b. Motorcycles, Inc.				

FORMS OF BUSINESS ORGANIZATION

List types of business ownership.

UNIT

FORMS OF BUSINESS ORGANIZATION

COMPETENCY

List types of business ownership.

PERFORMANCE OBJECTIVE

Given classroom information and discussion, the learner will be able to define and list advantages and disadvantages of sole proprietorship, partnership, corporation, and franchise.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **Entrepreneurship Training in Vocational Education**, pp. 27-32.
2. NCRVE. **PACE,** Level 2, Unit 5 - Choosing the Type of Ownership.
3. **Retail Merchandising**, 8th Edition, pp. 69-70.

INSTRUCTIONAL ACTIVITIES

1. Discuss with the class the basic principles of each type of business ownership. (See Information Sheet 1.)
2. Discuss with the class the advantages and disadvantages of types of ownership. (See Information Sheet 2 and Worksheet 2.)
3. Using local newspaper and telephone book, identify examples from your own community of each the types of business ownership. (See Worksheet 1.)
4. Conduct class discussion and oral activity: Worksheet 3.
5. Assign student to complete the puzzle: Worksheet 4.

EVALUATION

Questions

1. Which of the following is granted to a corporation by a state official?
   a. Capital
   b. Charter
   c. Investment
   d. Legal agreement

2. Two or more people owning a business is called a
   a. sole proprietorship.
   b. partnership.
   c. corporation.
   d. franchise.

Answers

1. b.
2. b.

COMPETENCY

List types of business ownership.

INFORMATION SHEET 1

Legal Forms of Ownership

Legal responsibility is a necessary evil of operating a small business. One of the first legal decisions a new owner/operator must make is what form of ownership is best for the new business. There are basically three choices: individual or sole proprietorship, partnership, and corporation.

There are advantages and disadvantages to each form of ownership. Factors such as **capital** needed (money to start and operate a business), experience of the owners, type of business, goods or services to be offered, tax laws, and the financial risk that each person is willing to take, need to be carefully considered. It is good to be flexible and many businesses begin as a proprietorship, then move to a partnership, and later expand to a corporation.

It is estimated that about 60 percent of all retail stores are owned by individual proprietors. About 15 percent of small businesses have a partnership, and the remaining 25 percent are corporations. Usually stores with annual sales in excess of $150,000 are **incorporated** (have filed the necessary legal documents to become a corporation).

1. **Individual Proprietorship** - When a person starts a business with no other person involved in the ownership of the business, it is called an individual or sole proprietorship. The advantage to this form of business is that it is relatively easy to start, given sound capital (money). Another advantage is that the business is managed by one person and business decisions do not have to be shared with other owners. Taxation and government supervision are relatively light. Problems develop in a proprietorship when business success demands expensive expansion and capital is invested already. Because there is only one owner, some business decisions are poor because there has been no opportunity to discuss the matter with other experienced people. Other disadvantages are seen as the assumption of all losses and the closing of the business in case of death (or severe disability) of the owner.

2. **Partnership** - A partnership is when two or more investors combine to form a legal agreement to do business together. Generally, combined skills result in a more efficient operation. Increased capital enables the business to stock more merchandise, purchase better equipment, and expand the services of the store. In addition, each partner assumes liability for his/her share of the debt, and any portion that another partner cannot pay. This can be avoided by forming a legal **limited partnership** where each limited partner has no voice in the management of the business, but is liable only for the extent of the personal investment. Also, the death of one of the partners causes a complete **liquidation** (dissolving the business). It may be reorganized under a new partnership, but the legal process is time-consuming and costly.

COMPETENCY

List types of business ownership.

INFORMATION SHEET 1 continued

3. **Corporation** - A corporation is an artificial being, a legal person in the eyes of the law. A corporation can make contracts, own property, borrow money, and perform other activities necessary to operate a business. A corporation is formed when a group of investors applies to the state in which they are doing business for a **charter** to do business as a corporation. Each investor or **stockholder** is liable for business losses only to the extent of personal investment. Corporations are attractive ways to generate capital necessary for expansion because they can attract large numbers of people with limited investments. It is easy for each stockholder to withdraw from the business simply by selling the investment stock. Corporations are subject to more government regulation, and this problem sometimes becomes burdensome. They are also subject to more accounting and record keeping than other forms of ownership. The corporation **shareholders** (stockholders) are subject to a form of double taxation. The corporation pays stiff taxes on profit, then each stockholder must claim all **dividends** (money issued by the corporation as profit to the stockholders) as personal income and are subject to state and federal income tax. Corporations form boards to control the interest of all investors and to manage the affairs of the enterprise. In this system, where ownership and management are separated in an impersonal manner, danger of irregularities and **fraud** (an act of deception or misrepresentation) exists.

4. **Franchise** - A franchise is a contractual agreement in which a **franchisor** (parent company) grants a **franchisee** (small company or individual) the right to do business under specified conditions. The length of time for which a franchise agreement is valid is called the **contract period**. It may run from 5 years to perpetuity (continuously). Most agreements run 20 years. After the period has ended, the franchisor often has the right to buy back or resell the unit. In the simplest form, a franchisor owns the right to a name or trademark and sells that right to a franchisee, (**product trade-name franchising**). In the more complex form, **business format franchising**, a broader and ongoing relationship exists between the two parties. Business format franchises often provide a full range of services, including site selection, training, product supply, marketing plans, and even financing. Usually, a franchisee sells goods or services supplied by the franchisor or sells goods or services that meet the franchisor's quality standards. The franchisor's return from the franchise takes one or more of the following forms: a **franchise fee** which is a one-time, front-end fee that franchisees pay directly to the franchisor to be a part of the franchise system; a **royalty** which is an annual fee, between 1 percent and 20 percent of the franchisee's sales, that is payable to the franchisor; an **advertising fee** which is usually less than 3 percent of sales, that goes toward corporate advertising; and **profits** from the sale of equipment, supplies, or finished products or services to the franchisee.

COMPETENCY

List types of business ownership.

WORKSHEET 1

Community Business Types

List 5 examples of each type of business ownership in your community.

SOLE PROPRIETORSHIP

____
____
____
____
____

PARTNERSHIP

____
____
____
____
____

CORPORATION

____
____
____
____
____

FRANCHISE

____
____
____
____
____

COMPETENCY

List types of business ownership.

INFORMATION SHEET 2

TABLE 1

ADVANTAGES/DISADVANTAGES OF TYPES OF OWNERSHIP

Forms of Ownership	Advantages	Disadvantages
Sole Proprietorship	1. Low start-up costs 2. Greatest freedom from regulation 3. Owner in direct control 4. Minimal working capital requirements 5. Tax advantage to small owner 6. All profits to owner	1. Unlimited liability 2. Lack of continuity 3. Difficulty in raising capital
Partnership	1. Ease of formation 2. Low start-up costs 3. Additional sources of venture capital 4. Broader management base 5. Possible tax advantage 6. Limited outside regulations	1. Unlimited liability 2. Lack of continuity 3. Divided authority 4. Difficulty in raising additional capital 5. Difficulty in finding suitable partners
Corporation	1. Limited liability 2. Specialized management 3. Transferable ownership 4. Continuous existence 5. Legal entity 6. Possible tax advantages 7. Ease of raising capital	1. Close regulation 2. Most expensive form to organize 3. Charter restrictions 4. Extensive record keeping 5. Double taxation
Franchise	1. Smaller-than-usual capital investment 2. Less working capital than normally required 3. Prior public acceptance 4. Management assistance 5. Better-than-average profit margins	1. Possible franchisor fees, supplies, and charges 2. Some loss of independence 3. Possible difficulties in cancelling contracts

SOURCE: Adapted from Kuebbeler, Gary L. ***Going into Business for Yourself***. Columbus: Ohio Distributive Education Materials Lab, Ohio State University, n.d.

COMPETENCY

List types of business ownership.

WORKSHEET 2

Forms of Ownership

For each legal form of business ownership, list as many advantages and disadvantages as you can find. Review each form of ownership to find each advantage and disadvantage.

	Advantages	Disadvantages
Sole Proprietorship		
Partnership		
Corporation		
Franchise		

COMPETENCY

List types of business ownership.

WORKSHEET 3

What would be the best type of organization to use for each of the following businesses?

1. law firm
2. regional bakery
3. department store
4. gas station
5. beauty parlor
6. credit union
7. Mutual Insurance Company
8. car dealership
9. flower shop
10. restaurant

COMPETENCY

List types of business ownership.

WORKSHEET 4

Name ______________________________

CROSSWORD PUZZLE CLUES

ACROSS

1. Granted to a corporation by state official.
2. Represents ownership in a corporation.
3. Person who invests in business but has no voice in management.
4. People who actually run the corporation.
5. When two or more people own a business.

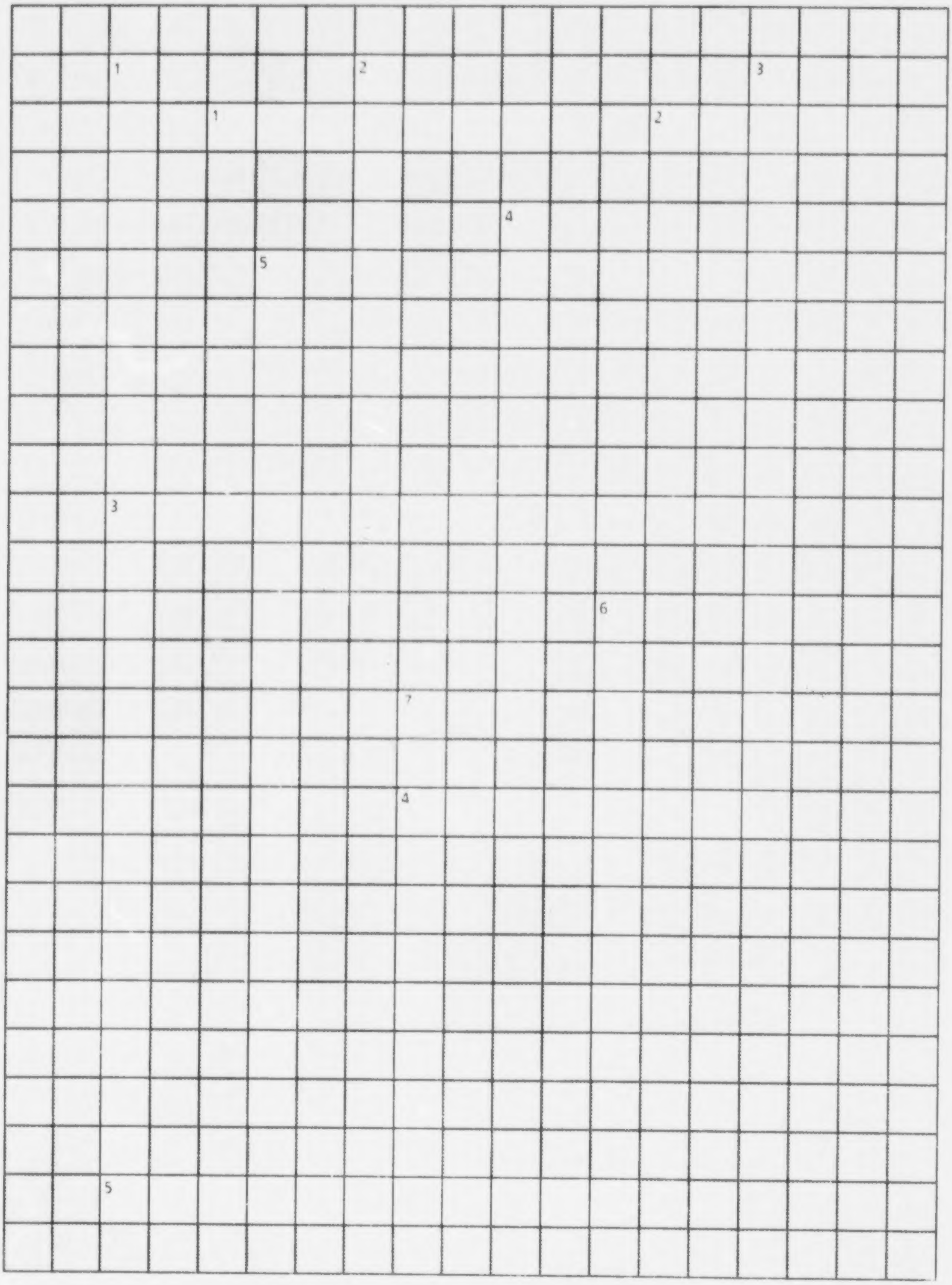
DOWN

1. When one person is owner of a business.
2. In franchise business, the distributor.
3. They elect the officers of the corporation.
4. The most formal of all business structures.
5. When each member of the partnership is responsible for all debts owned by the partnership.
6. In a franchise business, the parent company that provides a product/service.
7. Person who owns a share of the corporation.

COMPETENCY

List types of business ownership.

WORKSHEET 4


1
2
3
1
2
4
5
3
6
7
4
5

COMPETENCY

List types of business ownership.

WORKSHEET 4

		1 I					2 F								3 B			
		N		1 C	H	A	R	T	E	R			2 S	T	O	C	K	
		D					A								A			
		I					N			4 C					R			
		V			5 U		C			O					D			
		I			N		H			R					O			
		D			L		I			P					F			
		U			I		S			O					D			
		A			M		E			R					I			
		3 L	I	M	I	T	E	D	P	A	R	T	N	E	R			
		P			T					T					E			
		R			E					I		6 F			C			
		O			D					O		R			T			
		P			L			7 S		N		A			O			
		R			I			T				N			R			
		I			A			4 O	F	F	I	C	E	R	S			
		E			B			C				H						
		T			I			K				I						
		O			L			H				S						
		R			I			O				E						
		S			T			L				R						
		H			Y			D										
		I						E										
		5 P	A	R	T	N	E	R	S	H	I	P						

MARKETING MANAGEMENT

Identify the role of management in a business operation.

Identify the role of employee in a business operation.

Identify the managerial functions.

UNIT

MARKETING MANAGEMENT

COMPETENCY

Identify the role of management in a business operation.

PERFORMANCE OBJECTIVE

Given classroom discussion and completion of Student Activity Sheet, list the roles of managers to include the maximization of profits and the improvement of the company's "image" by effective leadership.

INSTRUCTIONAL RESOURCES

1. Place and Robertson. **Opportunities in Management.**
2. Meyer et al. **Retailing: Principles and Practices.**

INSTRUCTIONAL ACTIVITIES

1. Explain the term "role" and describe the managers' two objectives which are accomplished by effective leadership. (Increase profits and enhance the "image" of the company.)
2. Solicit student responses to the question: "What are some characteristics of a good leader?"
3. On chalkboard or transparency record all responses without judgment.
4. Explain that such a list might be almost endless but that two authors (Place and Robertson) list nine characteristics that are "embedded" in the letter grid.
5. Distribute the letter grid and instruct student to complete it as directed. (Note: This could be done individually or as competitive teams, etc.)
6. Summarize by pointing out "matches" or synonyms from the original list, delete terms not to be retained, and add those not previously suggested so that the correct terms remain.

EVALUATION

Questions

1. What single term is most often used to describe the manager's role in a business operation?
    a. Dependability
    b. Leadership
    c. Honesty
    d. Loyalty

2. The two most important goals of managers are
    a. planning and budgeting for the future.
    b. controlling inventories and records.
    c. increasing profits and improving the company's "image."
    d. hiring only the most qualified employees and dismissing poor workers.

COMPETENCY

Identify the role of management in a business operation.

EVALUATION continued

Answers

1. b.
2. c.

COMPETENCY

Identify the role of management in a business operation.

INFORMATION SHEET

When hundreds of managers of successful businesses were surveyed concerning their roles in their respective enterprises, the lists they furnished were so varied that no two of them were alike. Almost all of them, however, mentioned one role as being highly important: the role of leadership. (See **Opportunities in Management**, p. 2.)

The leadership managers provide has two broad objectives: (1) to optimize profits and (2) to enhance the "image" of the organizations they lead.

To lead effectively, managers must possess certain traits, skills, or abilities. Place and Robertson list the following traits as consistently associated with effective management: ambition, communications skills, dynamism, adaptability, ability to delegate, creativity, ability to organize, respect for others, and personal integrity.

Meyer and others list three, rather than two, broad goals for managers (p. 262): building group spirit, getting things done, and limiting expenses.

In summary, neither the people who study managers nor the managers themselves agree as to the exact goals of management, and there is no agreement as to the skills a manager must possess. There is, however, wide agreement that the most essential role of all managers is that of leadership.

COMPETENCY

Identify the role of management in a business operation.

WORKSHEET

Directions: From the letter grid below, search for the words that describe the skills a good business manager should possess. Hint: There are six answers.

A	D	X	C	O	M	M	U	N	I	C	A	T	E	Z	J
B	Y	D	K	R	D	S	H	T	A	W	Q	D	F	E	L
C	N	J	J	G	H	S	F	X	W	J	K	H	S	S	T
K	A	L	N	A	D	A	P	T	A	B	L	E	P	P	K
M	M	H	D	N	K	S	V	X	E	Q	D	M	T	E	Y
O	I	S	N	I	N	T	E	G	R	I	T	Y	P	C	M
F	C	W	V	Z	D	F	A	K	T	S	L	E	J	T	I
W	G	C	R	E	A	T	I	V	I	T	Y	H	M	G	Q
O	O	Q	W	N	M	H	K	D	S	V	M	D	X	K	F
E	P	Z	P	I	M	D	H	J	F	K	Z	E	K	Q	N
L	X	D	S	D	N	Q	R	T	P	H	D	R	L	M	X
N	C	B	X	Q	T	K	L	F	S	G	Z	T	H	L	K
Q	D	G	J	D	K	Q	T	Z	D	M	L	H	M	D	F
H	F	T	D	K	Q	L	A	M	B	I	T	I	O	N	Q
X	M	H	D	K	T	D	L	T	Z	D	L	P	J	N	M

COMPETENCY

Identify the role of management in a business operation.

WORKSHEET continued

ANSWER SHEET

A	D	X	C	O	M	M	U	N	I	C	A	T	E	Z	J
B	Y	D	K	R	D	S	H	T	A	W	Q	D	F	E	L
C	N	J	J	G	H	S	F	X	W	J	K	H	S	S	T
K	A	L	N	A	D	A	P	T	A	B	L	E	P	P	K
M	M	H	D	N	K	S	V	X	E	Q	D	M	T	E	Y
O	I	S	N	I	N	T	E	G	R	I	T	Y	P	C	M
F	C	W	V	Z	D	F	A	K	T	S	L	E	J	T	I
W	G	C	R	E	A	T	I	V	I	T	Y	H	M	G	Q
O	O	Q	W	N	M	H	K	D	S	V	M	D	X	K	F
E	P	Z	P	I	M	D	H	J	F	K	Z	E	K	Q	N
L	X	D	S	D	N	Q	R	T	P	H	D	R	L	M	X
N	C	B	X	Q	T	K	L	F	S	G	Z	T	H	L	K
Q	D	G	J	D	K	Q	T	Z	D	M	L	H	M	D	F
H	F	T	D	K	Q	L	A	M	B	I	T	I	O	N	Q
X	M	H	D	K	T	D	L	T	Z	D	L	P	J	N	M

UNIT

MARKETING MANAGEMENT

COMPETENCY

Identify the role of employee in a business operation.

INSTRUCTIONAL RESOURCE

Meyer et al. **Retailing: Principles and Practices.**

PERFORMANCE OBJECTIVE

Given classroom discussion and demonstration activity, complete an organizational chart of a hypothetical business to indicate comprehension of lines of communication and authority, and differentiate between line and staff functions.

INSTRUCTIONAL ACTIVITIES

1. Sketch a simple organizational chart on chalkboard or overhead sheet and illustrate staff and line functions as explained on the Information Sheet.
2. Point out that every individual must follow the lines of communication if an organization is to function properly.
3. Give several hypothetical or actual examples of instances where failure to follow the channels of communication could (or did) cause problems.
4. Distribute worksheet and invite student to complete the activity as directed.
5. Review worksheet.
6. Summarize.

EVALUATION

Questions

1. On an organizational chart, staff functions are indicated by
   a. solid lines.
   b. dotted lines.
   c. square boxes.
   d. oblong boxes.

2. In a grocery store, which of the following jobs would be a staff job?
   a. Produce manager
   b. Service clerk
   c. Personnel clerk
   d. Meat counter manager

Answers

1. b.
2. c.

COMPETENCY

Identify the role of employee in a business operation.

INFORMATION SHEET

The ultimate role of a manager is that of leadership. We might, therefore, coin a phrase and state that "the ultimate role of an employee is followship." This new phrase, however, implies sheep-like compliance, and few employers really want their personnel to just follow directions. Instead, they seek and reward creative employees who can do much more than simply obey.

Obedience is an aspect of good organization but not an end in itself. Perhaps self-discipline and respect for the lines of authority within an organization, together with demonstrated loyalty, is a better description of a "good" employee's role.

The organizational chart described by Meyer and others (p. 269) is one means of graphically illustrating any employee's role in a given organization and also depicting both the lines of authority and the nature of each individual's function within the organization.

An organizational chart is developed from the job descriptions (and corresponding titles) of the individuals in an organization and indicates line functions with solid lines and staff functions with dotted lines. A line function is any activity directly related to the primary goals of the firm while a staff function is any activity that is indirectly related to the primary goal. Staff functions, however, are essential to most businesses. As an example, the goal of a new car dealership is to sell cars. The assistant manager for financial affairs may never have sold a car in his life, but he operates an office with computer linkage to the main office of the company which provides consumer financing, so people can buy their cars on credit. He sells no cars, and his function is a staff function: but that function is essential.

Lines of communication within an organization are implied from the organizational chart and failure to adhere to these lines of communication can (and do) create problems for any business.

In summary, loyalty to the organization and a commitment to the goals of that organization best describe an employee's role, and an organizational chart can best depict a given employee's relationship to all the other members of the firm.

COMPETENCY

Identify the role of employee in a business operation.

WORKSHEET

Each new employee should study the organizational chart of the business which employs him/her. Almost every large business has an organizational chart, but smaller companies may not have one. If you take a job with a company that does not have a chart, then it is a good idea to sketch one just to be sure you know where you "fit" into the business.

As an example of the importance of the chart (and following it), consider this situation: Mark worked after school in a large supermarket. Mr. Brant, the "front end" manager told Mark to get some Windex and clean the inside of the front doors. On his way to get the cleanser, the assistant manager stopped Mark and told him to go out to the dock and help unload some canned goods from a truck. An hour later Mark was given a break from the unloading job and the front end manager found him in the stock room drinking a coke. He said," I told you to clean those doors over an hour ago and you have not done it; you're fired!"

In another example, Bobby worked in the same store with Mark and wanted to get off early to go to a football game. Mr. Brant, his supervisor, was in a meeting, so Bobby went to the general manager and was given permission to leave early. When Bobby came in the next afternoon, Mr. Brant said, "You knew we were going to strip the floors last night; I ought to fire you for going over my head to the boss and leaving early; the rest of the crew had to work an extra hour because we were short-handed!"

The examples above show why it is important for everyone to follow the line of communication shown on an organizational chart. Using the blank chart, fill in the names that you think should appear in each box and on a separate sheet of paper write a brief explanation of how Mark and Bobby's problems could have been avoided. (Hint: Even the general manager should follow the lines of communication even though he is the overall "boss" at the store.)

Jobs:

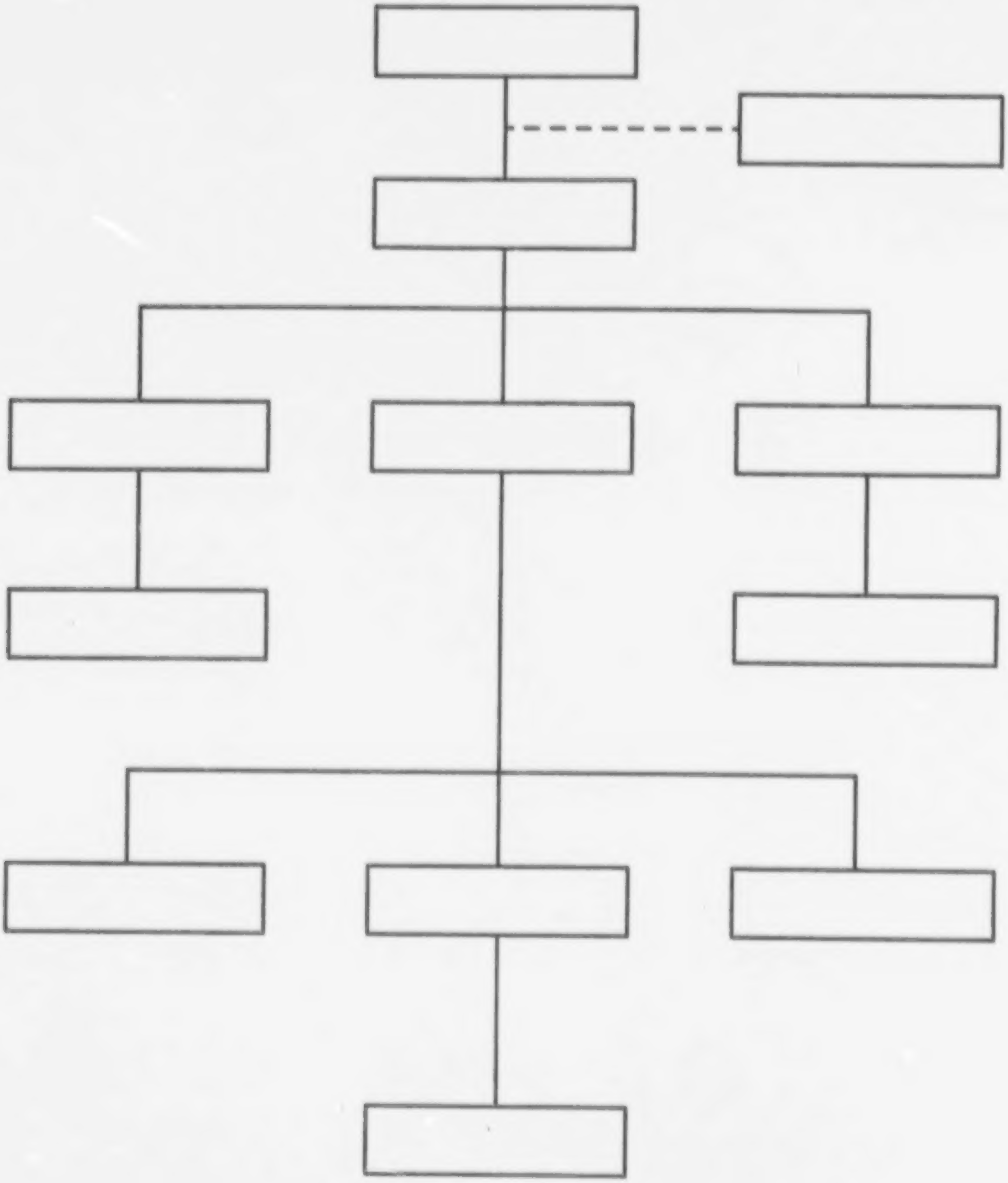
Mr. Davis, general manager
Mr Daniels, assistant manager
Mr. Smith, produce manager
Mr. Brant, front-end manager
Mrs. Jenkins, bookkeeper and personnel clerk
Mr. Ramos, meat counter manager
Miss Wright, head cashier
Mr. Jones, lead butcher
John Spinks, produce clerk
Shirley Watson, part-time cashier
Mark Tilson, part-time service clerk
Bobby Jackson, part-time service clerk

COMPETENCY

Identify the role of employee in a business operation.

WORKSHEET continued

Organizational Chart



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UNIT

MARKETING MANAGEMENT

COMPETENCY

Identify the managerial functions.

PERFORMANCE OBJECTIVE

Given classroom discussion and activity, list the seven managerial functions.

INSTRUCTIONAL RESOURCE

Hicks and Gullett. **Organizations: Theory and Behavior**.

INSTRUCTIONAL ACTIVITIES

1. Lead a brainstorming session asking student to name as many words as possible that refer to the duties (functions) of a manager. Record each response without comment. If discussion lags, ask leading questions such as "What word describes the hiring and placement of new employees?" etc.
2. Explain the term "mnemonic device" as any technique that aids the memorization of complicated series of words, etc.
3. Put the letters P.O.S.D.C.O.R.B. on the chalkboard and determine which of them (if any) correspond to the brainstormed list; add, delete or modify the brainstormed list until the proper terms remain and review them briefly. Then erase or conceal the list and furnish the student with the worksheet. Instruct student to complete the sheet as per directions.
4. Review and summarize.

EVALUATION

Questions

1. Hiring qualified employees and placing them in the job they can do best is called

   a. staffing.
   b. leadership.
   c. directing.
   d. planning.

2. Setting goals and estimating the time for the achievement of those goals is called

   a. planning.
   b. controlling.
   c. budgeting.
   d. reporting.

COMPETENCY

Identify the managerial functions.

EVALUATION continued

Answers

1. a.
2. a.

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COMPETENCY

Identify the managerial functions.

INFORMATION SHEET

Management may be generally defined as "influencing" the working behavior of others. The term "management" implies that several persons are involved. An individual may seek to "manage" time wisely, but in this context we refer to the organized, goal-directed behavior of a GROUP of persons.

Group behavior is the proper scientific interest of the "Social Sciences," while the attempt to study "Management" is a highly pragmatic activity usually measured in terms of actual performance. In the final analysis, effective day-to-day management is evaluated by the degree to which a group meets their goals. Frequently, when goals are not met, the manager is presumed to be at fault and is often replaced. Thus, there is no absolute definition of management and no fast rules as to managerial behavior. Indeed, some writers refer to "management styles" to indicate that two totally different managers may both achieve their goals using totally different management styles.

In 1936, Gulick (as cited in Hicks and Gullet, p. 168) described a working definition of management that is still used today. Gulick enumerated seven managerial functions that can be easily remembered by using his acronym: POSDCORB. The letters of the acronym refer to planning, organizing, staffing, directing, coordinating, organizing (again), reporting, and budgeting.

To summarize: there is no single definition of management and different management styles may lead to success. A good working definition of management was offered by Gulick and his acronym POSDCORB (pronounced poz-dee-corb).

COMPETENCY

Identify the managerial functions.

WORKSHEET

The letters below form an acronym. An acronym is a group of initials that make up a "word" when put together. The "word" can then help you remember a longer, more complicated list or series of important items. For example, the "word" MADD stands for Mothers Against Drunk Driving. MADD is the acronym. The acronym below is pronounced POZ-DEE-CORB. It can help you remember the seven things a manager does in a business situation. Remember that the letter "O" is used twice in our acronym but stands for just one word in both positions.

Write in the word for each "initial."

P

O

S

D

C

O

R

B

NOTE: When an acronym is used to help you remember something it is being used as a mnemonic device. Ask your teachers in other subjects if they know of some mnemonic devices you might use in your other subjects!

MARKETING SKILLS

Compute basic mathematical computations used in marketing addition.

Compute basic mathematical computations used in marketing subtraction.

Compute basic mathematical computations used in marketing multiplication.

Compute basic mathematical computations used in marketing division.

Compute basic mathematical computations used in marketing percentage.

Compute basic mathematical computations used in marketing fractions.

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing addition.

PERFORMANCE OBJECTIVE

Given classroom discussion and activities, the student will be able to compute marketing addition problems.

INSTRUCTIONAL RESOURCES

1. Stull. **Marketing Math** , Section 1.
2. Logan. **Mathematics in Marketing**, Chapter 1.

INSTRUCTIONAL ACTIVITIES

1. Administer pretest.
2. Conduct class discussion on selling and arithmetic using the Information Sheet.
3. Conduct class discussion and assign worksheet.

EVALUATION

Questions

1. A set of numbers to be added is called a (an) __________________.

2. The opposite of addition is called ______________.

Answers

1. addendum
2. subtraction

COMPETENCY

Compute basic mathematical computations used in marketing addition.

INFORMATION SHEET

SELLING AND ARITHMETIC

To be effective, a salesperson must master all aspects of the job. One of the basic skills required in selling is *arithmetic*. Have you ever heard of a sale that did not involve some arithmetic? Think a moment, and you will see that arithmetic and selling cannot be separated.

One form of arithmetic is addition. Addition, you may say, is easy. Everyone knows how to add; everyone knows that 2 plus 2 equals 4. A leading manufacturer of cash registers and adding machines conducted a study of 450 typical applicants for sales positions. The study showed that to some applicants 2 plus 2 does not always equal 4. Six of every one hundred applicants gave the wrong answer when told to write five numbers, add them once, and then prove the answer. When given 10 numbers to add, 1 of every 10 applicants gave the wrong answer. Asked to add 15 numbers, 2 of every 10 applicants responded with the wrong answer. What about you? Are you accurate in adding 5, 10, and 15 numbers? Would you do well on such an application test for a sales position?

Salespeople who are already employed also make errors, as another study demonstrated. A group of salespeople were given a column of figures and asked to copy and add them. One in every four gave the wrong answer. One half of the errors were caused by copying a figure incorrectly or omitting it entirely. The other half were mistakes in addition. Tests have shown that salespeople also make errors because they list figures carelessly, out of the column, instead of writing the numbers neatly one under the other.

When several items are included in one sale, the salesperson may fail to list an amount for each item sold. For example, if the sale includes 12 items, only 10 or 11 may be listed. Such errors can be costly. When one of a group of items is not listed, the profit on the whole sale may be lost. Arithmetical errors can also mean overcharging a customer, and overcharging invariably produces an angry customer. As a result of errors, the store may lose not only cash, but customers, too.

COMPETENCY

Compute basic mathematical computations used in marketing addition.

WORKSHEET

PART A. ADDING BY COMBINATIONS

Add the following columns by finding all the number combinations that total 10. Record your answers in the answer column.

1	2	3	4	5	6	7	8
1	1	3	79	22	26	51	87
6	9	3	21	78	83	38	12
9	4	7	96	14	41	72	78
5	6	8	14	43	34	29	23
4	5	2	13	17	77	11	51
8	6	1	33	24	46	25	57
2	5	1	67	34	43	84	11

ANSWERS
(3 points each)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________

PART B. ADDING SALES

Now apply your skill to some sample sales: If you sold the following items, what would be the total of each sale?

1

Item	
1	$2.25
2	3.35
3	1.39
4	4.68
5	5.73

2

Item	
1	$1.86
2	5.93
3	1.54
4	2.67
5	6.18
6	1.12
7	6.57
8	.23

1. __________

2. __________

3

Item	
1	$3.59
2	.71
3	2.66
4	6.74
5	.85
6	1.31

4

Item	
1	$ 2.62
2	319.00
3	3.21
4	.26
5	4.16

3. __________

4. __________

COMPETENCY

Compute basic mathematical computations used in marketing addition.

WORKSHEET continued

Part C. LISTING SALES

To avoid the omission of any amount always count the number of items in the sale. Then, count the number of amounts listed. You should also see that each column of figures forms a straight line. The figures should be clear but not too large. If they are too large, you will not be able to fit them into the spaces on the sales check. Notice in the following example how clearly and carefully each number is written.

The sale consists of

- 1 notebook, $1.25; 1 bottle ink, $.69; 1 roll of tape, $7.34; 1 box of clips, $.25; and 1 book, $.95.

Sales Check

Quantity	Description	Amount	
		$	¢
1	*Notebook*	*$ 1*	*25*
1 btl.	*Ink*		*69*
1 roll	*Tape*	*7*	*34*
1 box	*Clips*		*25*
1	*Book*		*95*
		$ 10	*48*

COMPETENCY

Compute basic mathematical computations used in marketing addition.

WORKSHEET continued

COMPETENCY

Part C. LISTING SALES

2

1 dress, $18.98' 1 slacks suit, $27.50' 1 sweater, $5.50; 1 car coat, $34.70; 1 robe, $5.74; 1 slip, $2.88.

Sales Check

Quantity	Description	Amount	
		$	¢

2. ________

Part C. LISTING SALES

3

1 pair of shoes, $11.80; 1 shirt, $3.77; 1 sweater, $17.86; 1 robe, $7.77; 1 sport coat, $29.60; 1 pair of slacks, $18.50; 1 jacket, $18.00.

Sales Check

Quantity	Description	Amount	
		$	¢

3. ________

Part C. LISTING SALES

1

1 catcher's mitt, $6.69; 1 fielder's glove, $3.69; 1 semi-pro hat, $2.44; 1 official ball, $1.75; 1 mask, $5.89; 1 pair of baseball shoes, $6.69; 1 cap, $.79.

Sales Check

Quantity	Description	Amount	
		$	¢

1. ________

COMPETENCY

Compute basic mathematical computations used in marketing addition.

WORKSHEET continued

Answers

Worksheet

1. 35
2. 36
3. 25
4. 323
5. 232
6. 350
7. 310
8. 319

1. $17.4
2. $26.1
3. $15.86
4. $329.25

1. 27.94
2. 95.30
3. $107.30

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

PERFORMANCE OBJECTIVE

Given classroom discussion and activities, the student will be able to compute marketing subtraction problems.

INSTRUCTIONAL RESOURCE

Stull. **Marketing Math**, Section 1.

INSTRUCTIONAL ACTIVITIES

1. Conduct class discussion on Information Sheet 1.
2. Assign student to complete worksheets.
3. Conduct a downtown visitation: discuss with store personnel policies on returns, refunds, and discounts; also, visit the accounting department of department stores.

EVALUATION

Questions

1. A number to be subtracted from another is called a (an) ____________.
2. Another word for subtraction is ____________.

Answers

1. subtrahend
2. deduction

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

INFORMATION SHEET 1

SUBTRACTING CORRECTLY

BASIC SUBTRACTION COMBINATIONS

Subtracting accurately is another important skill used on a daily basis. Just as you learned in addition, there are also 45 combinations of one-digit numbers in subtraction. Study the answers to the subtraction combinations given below. Practice solving these combinations mentally to increase your speed and accuracy in subtraction.

$\begin{array}{r}3\\-3\\\hline 0\end{array}$	$\begin{array}{r}5\\-5\\\hline 0\end{array}$	$\begin{array}{r}8\\-5\\\hline 3\end{array}$	$\begin{array}{r}6\\-3\\\hline 3\end{array}$	$\begin{array}{r}9\\-7\\\hline 2\end{array}$	$\begin{array}{r}9\\-9\\\hline 0\end{array}$	$\begin{array}{r}9\\-3\\\hline 6\end{array}$	$\begin{array}{r}9\\-4\\\hline 5\end{array}$	$\begin{array}{r}8\\-4\\\hline 4\end{array}$
$\begin{array}{r}5\\-2\\\hline 3\end{array}$	$\begin{array}{r}7\\-1\\\hline 6\end{array}$	$\begin{array}{r}4\\-4\\\hline 0\end{array}$	$\begin{array}{r}3\\-1\\\hline 2\end{array}$	$\begin{array}{r}3\\-2\\\hline 1\end{array}$	$\begin{array}{r}7\\-5\\\hline 2\end{array}$	$\begin{array}{r}6\\-5\\\hline 1\end{array}$	$\begin{array}{r}5\\-1\\\hline 4\end{array}$	$\begin{array}{r}9\\-6\\\hline 3\end{array}$
$\begin{array}{r}6\\-4\\\hline 2\end{array}$	$\begin{array}{r}4\\-3\\\hline 1\end{array}$	$\begin{array}{r}6\\-2\\\hline 4\end{array}$	$\begin{array}{r}8\\-1\\\hline 7\end{array}$	$\begin{array}{r}2\\-1\\\hline 1\end{array}$	$\begin{array}{r}8\\-8\\\hline 0\end{array}$	$\begin{array}{r}6\\-1\\\hline 5\end{array}$	$\begin{array}{r}9\\-5\\\hline 4\end{array}$	$\begin{array}{r}2\\-2\\\hline 0\end{array}$
$\begin{array}{r}7\\-4\\\hline 3\end{array}$	$\begin{array}{r}8\\-6\\\hline 2\end{array}$	$\begin{array}{r}8\\-2\\\hline 6\end{array}$	$\begin{array}{r}5\\-3\\\hline 2\end{array}$	$\begin{array}{r}7\\-2\\\hline 5\end{array}$	$\begin{array}{r}9\\-2\\\hline 7\end{array}$	$\begin{array}{r}7\\-7\\\hline 0\end{array}$	$\begin{array}{r}5\\-4\\\hline 1\end{array}$	$\begin{array}{r}1\\-1\\\hline 0\end{array}$
$\begin{array}{r}8\\-3\\\hline 5\end{array}$	$\begin{array}{r}4\\-1\\\hline 3\end{array}$	$\begin{array}{r}9\\-8\\\hline 1\end{array}$	$\begin{array}{r}7\\-3\\\hline 4\end{array}$	$\begin{array}{r}9\\-1\\\hline 8\end{array}$	$\begin{array}{r}7\\-6\\\hline 1\end{array}$	$\begin{array}{r}8\\-7\\\hline 1\end{array}$	$\begin{array}{r}4\\-2\\\hline 2\end{array}$	$\begin{array}{r}6\\-6\\\hline 0\end{array}$

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

INFORMATION SHEET 2

SUTRACTING ONE-DIGIT NUMBERS FROM TWO-DIGIT NUMBERS

In the following subtraction problems, a one-digit number is subtracted from a two-digit number. Practice solving these combinations mentally to increase your speed and accuracy in subtraction.

14 -7 7	14 -8 6	13 -8 5	12 -8 4	11 -2 9	11 -9 2	13 -9 4
14 -9 5	15 -9 6	15 -7 8	16 -7 9	13 -6 7	11 -5 6	11 -4 7
11 -8 3	12 -9 3	12 -4 8	12 -5 7	14 -6 8	16 -8 8	17 -9 8
15 -6 9	13 -5 8	13 -4 9	11 -3 8	12 -3 9	11 -6 5	14 -5 9
15 -8 7	16 -9 7	18 -9 9	16 -9 7	13 -7 6	12 -7 5	11 -7 4

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

WORKSHEET 1

BORROWING NUMBERS IN SUBTRACTION

Subtracting numbers with more than one digit requires an understanding of borrowing numbers. For example, to subtract 67 from 94, a 10 must be borrowed from the 90 making it 80, then added to the 4 making it 14, as shown below:

8 1			
9 4		8	14
-67	or	-6	-7
27		2	7

To subtract with more than a two-digit number, follow the same procedure for each column. For example, to subtract 189 from 200, proceed as follows:

	1 9 9			
200	200	1	9	10
-189	-189	-1	-8	-9
	11	0	1	1

Subtract the following using the idea of borrowing when necessary.

52	72	81	52	83
-37	-49	-19	-36	-37
197	365	795	902	232
-139	-208	-238	-624	- 97
2835	5052	3006	1763	35,290
-1846	-3086	-1008	-884	-8,765

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

WORKSHEET 2

SUBTRACTING WITH DECIMALS

The placement of the decimal point in subtraction is the same as in addition. The decimal points are always placed directly under one another. For example:

$1767.59
-567.50
$1200.09 Decimal points are placed one under another when subtracting.

Subtract the following and place the decimal point in the answer properly. Rewrite the problem if necessary.

$99.50 -9.95	$133.95 -26.79	$179.50 -25.76
$1.91 -.96	$17.98 -1.80	$1995.75 -86.87

COMPETENCY

Compute basic mathematical computations used in marketing subtraction.

WORKSHEETS 1 AND 2 continued

Answers

Borrowing Numbers in Subtraction

52 -37 15	72 -49 23	81 -19 62	52 -36 16	83 -37 46
197 -139 58	365 -208 157	795 -238 557	902 -624 278	232 -97 135
2835 -1846 989	5052 -3086 1966	3006 -1008 1998	1763 -884 879	35,290 -8,765 26,525

Subtracting with Decimals

$99.50 -9.95 89.55	$133.95 -26.79 107.16	$179.50 -25.76 153.74
$1.91 -.96 95	$17.98 -1.80 16.18	$1995.75 -86.87 1,908.88

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

PERFORMANCE OBJECTIVE

Given class discussion and activities, student will be able to compute marketing multiplication problems.

INSTRUCTIONAL RESOURCE

Stull. **Marketing Math**, Section 1.

INSTRUCTIONAL ACTIVITIES

1. Conduct class discussion on the Information Sheet.
2. Assign student to complete worksheets.

EVALUATION

Questions

1. The number that is to be multiplied by another is called a (an) __________.

2. The number by which the multiplicand is multiplied is called the __________.

Answers

1. multiplicand
2. multiplier

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

INFORMATION SHEET

MULTIPLYING CORRECTLY

To multiply with speed and accuracy, you must memorize the multiplication tables 2 through 12. A second, but slower, way is to use a printed multiplication table. (Table 1-1 is a multiplication table of the numbers 2 through 25.) On the table, the answer to a multiplication problem is that number found at the point where a horizontal and vertical number column cross. For example, to multiply 9 times 22, first find 9 in the horizontal column across the top of the table. Second, move down the table vertically to the number 22 column. The answer given where the two columns cross is 198. You will notice in the multiplication table that the numbers 2 through 12 are in bold print. These are the commonly used multiplication combinations you should memorize.

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	100
9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

WORKSHEET 1

MULTIPLYING ONE-DIGIT AND TWO-DIGIT NUMBERS

When multiplying a two-digit number by a one-digit number, you must carry over a number. The number carried over should be written (lightly) by the next number to be multiplied. For example:

$$\begin{array}{r} {}^{1} \\ 83 \\ \underline{\times 6} \\ 498 \end{array}$$

Step 1: 3 x 6 = 18, write down the 8 and carry the 1.

Step 2: 6 x 8 = 48; 48 + 1 = 49

Multiply the following correctly:

55 × 7	63 × 8	15 × 3	33 × 5	97 × 4	68 × 9	62 × 6
23 × 8	98 × 6	39 × 9	22 × 9	18 × 5	33 × 8	76 × 2
65 × 3	87 × 4	18 × 6	24 × 9	12 × 8	89 × 4	33 × 7

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

WORKSHEET 2

MULTIPLYING LARGE NUMBERS

When multiplying larger numbers, make sure that the numbers are placed correctly. The last number of each sum must be directly below its multiplier in the problem. For example:

Correct	Incorrect
$\begin{array}{r} \scriptstyle 2\,4 \\ 97 \\ \times 46 \\ \hline 582 \\ 388 \\ \hline 4{,}462 \end{array}$	$\begin{array}{r} \scriptstyle 2\,4 \\ 97 \\ \times 46 \\ \hline 582 \\ 388 \\ \hline 39{,}382 \end{array}$

Multiply the following correctly:

65 × 39	88 × 18	27 × 47	15 × 18	95 × 88
27 × 14	45 × 27	67 × 16	77 × 36	67 × 57
33 × 16	98 × 12	73 × 23	57 × 27	28 × 15
47 × 18	18 × 26	21 × 17	38 × 38	16 × 79

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

WORKSHEETS 1 AND 2 continued

Answers

Multiplying One-Digit and Two-Digit Numbers

55	63	15	33	97	68	62
× 7	× 8	× 3	× 5	× 4	× 9	× 6
385	504	45	165	388	612	372
23	98	39	22	18	33	76
× 8	× 6	× 9	× 9	× 5	× 8	× 2
184	588	351	198	90	264	152
65	87	18	24	12	89	33
× 3	× 4	× 6	× 9	× 8	× 4	× 7
195	348	108	216	96	356	231

Multiplying Large Numbers

65	88	27	15	95
× 39	× 18	× 47	× 18	× 88
2,535	1,584	1,289	270	8,360
27	45	67	77	67
× 14	× 27	× 16	× 36	× 57
378	1,215	1,072	2,772	3,819
33	98	73	57	28
× 16	× 12	× 23	× 27	× 15
528	1,176	1,679	1,539	420
47	18	21	38	16
× 18	× 26	× 17	× 38	× 79
846	468	357	1,444	1,264

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

WORKSHEET 3

MULTIPLYING DECIMALS

To multiply a decimal by a whole number or a decimal by a decimal, total the number of digits to the right of each decimal point in the problem. Then, in the answer, count from right to left that total number of digits and place the decimal point.

Decimal x whole number

Multiply: $7.95 × 6

Solution:
$ 7.95 2 spaces
×6
$47.70

2 spaces

Decimal x decimal

Multiply: $62.75 × .5

Solution:
$62.75 2 spaces
× .5 1 space
$31.375

3 spaces

Multiply the following, placing the decimal point in the correct location in your answer:

$12.50 ×7	$95.00 ×.25	55.95 ×10	6.75 ×.33
2059.75 ×24	7.95 ×.40	67.50 ×.8	$ 199.00 ×.50
$13.95 × .20	$69.78 ×.16	2995.50 ×.50	187.59 ×.15
15.95 × 27	33.67 ×9	$ 14.75 ×33	$18.75 ×.27

COMPETENCY

Compute basic mathematical computations used in marketing multiplication.

WORKSHEET 3 continued

Answers

Multiplying Decimals

$12.50 × 7 87.50	$95.00 × .25 23.75	55.95 × 10 559.50	6.75 × .33 2.2278
2059.75 × 24 49,434.00	$7.95 × .40 3.18	$67.50 × .8 54.00	$199.00 × .50 99.50
$13.95 × .20 2.79	$39.50 × 16 632.00	$88.00 × .17 14.96	$399.99 × .33 131.9967
$168.50 × .08 13.48	$69.78 × 18 1,256.04	$2995.50 × .50 14.9775	$187.59 × .15 28.1385
15.95 × 27 430.18	33.67 × 9 303.03	14.75 × .33 4.8675	$18.75 × .27 5.0625

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing division.

PERFORMANCE OBJECTIVE

Given classroom instruction, the student will be able to compute basic marketing division problems.

INSTRUCTIONAL RESOURCES

1. Stull. **Marketing Math.**
2. Logan. **Mathematics in Marketing**, pp. 49-50.

INSTRUCTIONAL ACTIVITIES

1. Conduct class discussion and assign student to complete Worksheet 1.
2. Assign student to complete Worksheet 2.
3. Assign class Activity: Dividing Decimals.
4. Assign class Activity: Averages.

EVALUATION

Questions

1. The number to be divided is called the ______________.

2. The number that is divided into the dividend is called the ____________.

Answers

1. dividend
2. divisor

COMPETENCY

Compute basic mathematical computations used in marketing division.

INFORMATION SHEET 1

DIVIDING CORRECTLY

BASIC DIVISION REVIEW

How many times is one number contained in another? Division is the method used to find out. Division is the opposite of multiplication. For example:

$$5 \times 7 = 35 \qquad 35 \div 7 = 5$$

In division, the number being divided (35) is called the *dividend*. The number doing the dividing (7) is called the *divisor*. The answer (5) is referred to as the *quotient*.

$$\begin{array}{rcl} & 5 & \leftarrow \text{Quotient} \\ & 7\overline{)35} & \\ \text{Divisor} \nearrow & & \nwarrow \text{Dividend} \end{array}$$

SHORT DIVISION

When dividing by one-digit numbers, short division is normally used. In short division write only the quotient at the top of the division problem. For example:

$$\begin{array}{r} 121 \\ 3\overline{)363} \end{array}$$

Sometimes, in short division, it is necessary to carry numbers which represent the amount left over after the first partial division. These numbers are written slightly to the left of the next digit in the division problem. For example:

$$\begin{array}{r} 1\,7\,3\,4 \\ 5\overline{)8\,{}^{3}6\,{}^{1}7\,{}^{2}0} \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEET 1

SHORT DIVISION

Divide the following using short division:

$9\overline{)549}$ $6\overline{)360}$ $7\overline{)497}$ $5\overline{)250}$

$8\overline{)648}$ $3\overline{)309}$ $4\overline{)320}$ $2\overline{)222}$

$6\overline{)486}$ $8\overline{)640}$ $9\overline{)459}$ $6\overline{)4230}$

$7\overline{)3549}$ $3\overline{)1800}$ $4\overline{)2844}$ $5\overline{)3555}$

$8\overline{)5624}$ $2\overline{)2104}$ $7\overline{)6377}$ $9\overline{)18,018}$

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEET 2

LONG DIVISION

Dividing by a number with two or more digits usually makes it necessary to use long division. This means that each step is written down as shown below:

```
     1141   8/67
  67√76455
     67↓↓↓
      94↓↓
      67↓↓
      275↓
      268↓
        75
        67
         8  ← Remainder (left over)
```

Note that the number 8 is left over in the example. This number is called the remainder and is expressed as a fractional part of the divisor 67, or 8/67.

In some division problems, the remainder may be a fraction which can be reduced to a lower fraction. For example, if the remainder of a division problem is 8 and the divisor is 64, the remainder will be 8/64. This can be reduced by dividing the numerator and denominator by 8, resulting in a reduced fraction of 1/8.

Find the quotient for each problem, using long division. Reduce any remainders to lowest terms.

25√376   98√39,800   33√7,695

92√1,069   54√13,678   63√2,037

15√453   7√846   74√2,665

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEETS 1 AND 2

Answers

Short Division

$\begin{array}{r}61\\9\sqrt{549}\end{array}$	$\begin{array}{r}60\\6\sqrt{360}\end{array}$	$\begin{array}{r}71\\7\sqrt{497}\end{array}$	$\begin{array}{r}50\\5\sqrt{250}\end{array}$
$\begin{array}{r}81\\8\sqrt{648}\end{array}$	$\begin{array}{r}103\\3\sqrt{309}\end{array}$	$\begin{array}{r}80\\4\sqrt{320}\end{array}$	$\begin{array}{r}111\\2\sqrt{222}\end{array}$
$\begin{array}{r}81\\6\sqrt{486}\end{array}$	$\begin{array}{r}80\\8\sqrt{640}\end{array}$	$\begin{array}{r}51\\9\sqrt{459}\end{array}$	$\begin{array}{r}705\\6\sqrt{4230}\end{array}$
$\begin{array}{r}507\\7\sqrt{3549}\end{array}$	$\begin{array}{r}600\\3\sqrt{1800}\end{array}$	$\begin{array}{r}711\\4\sqrt{2844}\end{array}$	$\begin{array}{r}711\\5\sqrt{3555}\end{array}$
$\begin{array}{r}803\\8\sqrt{5624}\end{array}$	$\begin{array}{r}1052\\2\sqrt{2104}\end{array}$	$\begin{array}{r}911\\7\sqrt{6377}\end{array}$	$\begin{array}{r}2,002\\9\sqrt{18,018}\end{array}$

Long Division

$\begin{array}{r}15\ 1/25\\25\sqrt{376}\end{array}$	$\begin{array}{r}406\ 6/49\\98\sqrt{39,800}\end{array}$	$\begin{array}{r}233\ 2/11\\33\sqrt{7,695}\end{array}$
$\begin{array}{r}11\ 57/62\\92\sqrt{1,069}\end{array}$	$\begin{array}{r}253\ 8/27\\54\sqrt{13,678}\end{array}$	$\begin{array}{r}32\ 1/3\\63\sqrt{2,037}\end{array}$
$\begin{array}{r}30\ 1/5\\15\sqrt{453}\end{array}$	$\begin{array}{r}120\ 6/7\\7\sqrt{846}\end{array}$	$\begin{array}{r}36\ 1/74\\74\sqrt{2,665}\end{array}$

COMPETENCY

Compute basic mathematical computations used in marketing division.

INFORMATION SHEET 2

DIVIDING DECIMALS

When the dividend contains a decimal point and the divisor is a whole number, place the decimal point in the answer directly above the decimal point in the dividend. For example:

```
         Decimal Point
               ↓
           $ 2.10
       6√$ 12.60
           12
              6
              6
               0
               0
```

When the divisor has a decimal point, you cannot proceed until the decimal point is removed. Before beginning to divide, the decimal point in the divisor must be moved to the right as many places as necessary to make the divisor a whole number. Then, move the decimal point in the dividend the same number of places as you did in the divisor, adding zeros if necessary. Finally, place the decimal point in the dividend. For example:

```
              292.
     1.25.√366.00.
        →        →
          250
          1160
          1125
            350
            250
            100
```

Note that there was a remainder of 100 in this division problem. To show this as a decimal fraction in the answer, add zeros to the dividend (after the decimal point) and continue to divide. For example:

```
              292.8
     1.25.√366.00.0
        →        →
          250  ↓↓  ↓
          116  0↓  ↓
          112  5↓  ↓
            3  50  ↓
            2  50  ↓
            1  00  0
            1  00  0
```

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEET 3

DIVIDING DECIMALS

Divide the following, placing the decimal point in the correct location in each answer. Round the answer to the nearest hundredth.

$.60\overline{)360.00}$ $1.9\overline{)8.76}$ $.25\overline{)1255}$

$2.75\overline{)37.60}$ $89\overline{)917.70}$ $67\overline{)356.50}$

$.25\overline{)197.00}$ $1.05\overline{)10,360.00}$ $.97\overline{)98.27}$

In some division problems, it may be necessary to *round off* the answer. This is especially true in problems dealing with money. The accepted rule is to round off to the next highest number when the decimal fraction is 5 or larger. Drop the decimal fraction when it is 4 or less. For example, to divide $11.80 by 6, proceed as shown:

```
  $1.966
6√$11.800
   6
   58
   54
    40
    36
     40
     36
```

The correct answer rounded off is $1.97.

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEET 4

AVERAGES

To find an average for a set of numbers or items, first find the sum. Then divide this total by the numbers of items. For example, if you were asked to find the average sales for a six-month period, you would total the sales for that six-month period and then divide that total by six.

```
                     Six-month Sales
                     ↓   $1,500.00 |
                     ↓    1,250.00 |
       Add           ↓    1,360.00 |→Number of items = 6 mo.
                     ↓    2,100.00 |
                     ↓    2,300.00 |
                     ↓    2,600.00 |
    Total            $11,110.00

                                  $1,851.66 = average sales
                               6√$11,110.00   per month
                                   6
                                   51
                                   48
                                    31
                                    30
                                     10
                                      6
                                      40
                                      36
                                       40
                                       36
                                        4
```

1. Fischer's Department Store has four departments. During the year, sales for the Sporting Goods Department were $15,876; Shoe Department, $9,675; Clothing Department, $28,700; and Small Appliance Department, $18,450. Find the average sales for those four departments.

____

2. The number of customers on each day of one week was 376, 971, 1042, 674, 850, 654, and 525. Find the average number of customers per day.

____

COMPETENCY

Compute basic mathematical computations used in marketing division.

WORKSHEETS 3 AND 4 continued

Answers

Dividing Decimals

$$\begin{array}{r} 600. \\ .\underset{\rightarrow}{6}0.\overline{)360.\underset{\rightarrow}{0}0.} \end{array}$$

$$\begin{array}{r} 4.61 \\ 1.\underset{\rightarrow}{9}.\overline{)8.\underset{\rightarrow}{7}6.} \end{array}$$

$$\begin{array}{r} 5020 \\ .\underset{\rightarrow}{2}5.\overline{)1255.\underset{\rightarrow}{0}0.} \end{array}$$

$$\begin{array}{r} 13.67 \\ 2.\underset{\rightarrow}{7}5.\overline{)37.\underset{\rightarrow}{6}0.} \end{array}$$

$$\begin{array}{r} 10.31 \\ 89\overline{)917.70} \end{array}$$

$$\begin{array}{r} 5.32 \\ 67\overline{)356.50} \end{array}$$

$$\begin{array}{r} 788. \\ .\underset{\rightarrow}{2}5.\overline{)197.\underset{\rightarrow}{0}0.} \end{array}$$

$$\begin{array}{r} 9866.67 \\ 1.\underset{\rightarrow}{0}5.\overline{)10,360.\underset{\rightarrow}{0}0.} \end{array}$$

$$\begin{array}{r} 101.31 \\ .\underset{\rightarrow}{9}7.\overline{)98.\underset{\rightarrow}{2}7.} \end{array}$$

Averages

1. $18,175.25
2. 727

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing percentage.

PERFORMANCE OBJECTIVE

Given classroom instruction, the student will be able to compute percentages accurately.

INSTRUCTIONAL RESOURCE

Stull. **Marketing Math**, Section 1.

INSTRUCTIONAL ACTIVITIES

1. Conduct classroom discussion on percentages.
2. Assign student to complete Worksheet 1.
3. Assign student to complete Worksheet 2.

EVALUATION

Questions

1. Another name for percentage is ________________.

2. The denominator in percentages for this course is understood to be ______________.

Answers

1. proportion

2. 100

106

COMPETENCY

Compute basic mathematical computations used in marketing percentage.

INFORMATION SHEET

PERCENTAGES

Percentages are easy to understand when compared with common fractions and decimal fractions. Decimal fractions are obtained from common fractions by dividing the numerator of the common fraction by its denominator. For example:

```
             .25 ← Decimal Fraction
1/4 = 4√1.0
           8
          20
          20
```

Given below are percentage conversions for the most commonly used percentages. You should become familiar with them.

To change a decimal fraction to a percentage, simply move the decimal point two places to the right and add a percent (%) sign. (Note: If there is no decimal remainder, the decimal point is understood and does not need to be shown.)

Fraction	Decimal Fraction	Percentage
$\frac{1}{4}$	.25	25%
$\frac{2}{3}$	.66 2/3	66 2/3%
$\frac{3}{4}$	.75	75%
$\frac{1}{3}$	.33 1/3	33 1/3%
$\frac{1}{5}$	.20	20%
$\frac{2}{5}$	.40	40%
$\frac{3}{5}$	.60	60%

COMPETENCY

Compute basic mathematical computations used in marketing percentage.

WORKSHEET 1

PERCENTAGE CONVERSIONS

Convert the following fractions to decimal fractions and percentages:

Fraction	Decimal Fraction	Percentage
$\frac{1}{8}$	________	________
$\frac{1}{10}$	________	________
$\frac{1}{6}$	________	________
$\frac{1}{2}$	________	________
$\frac{1}{5}$	________	________
$\frac{1}{8}$	________	________

COMPETENCY

Compute basic mathematical computations used in marketing percentage.

WORKSHEET 2

MUTIPLYING A PERCENTAGE BY A WHOLE NUMBER

Mutiplying a percentage by a whole number requires that the percentage first be changed to a decimal fraction. For example, to multiply 50 percent times the whole number of $150.00:

$$\begin{array}{r} \$150.00 \\ \underline{x.50} \\ \$75.0000 \end{array}$$

Multiply the following percentages times the whole numbers given. Rewrite the problems, converting the percentages to decimal fractions.

$$\begin{array}{r} 275 \\ \underline{x20\%} \end{array} \qquad \begin{array}{r} \$125 \\ \underline{x25\%} \end{array} \qquad \begin{array}{r} 1280 \\ \underline{x50\%} \end{array}$$

$$\begin{array}{r} \$129.50 \\ \underline{x40\%} \end{array} \qquad \begin{array}{l} \$33 \\ \underline{x33\ 1/3\%} \end{array} \qquad \begin{array}{r} \$525 \\ \underline{x40\%} \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing percentage.

WORKSHEETS 1 AND 2 continued

Answers

Percentage Coversions

Fraction	Decimal Fraction	Percentage
$\frac{1}{8}$	.125	12 1/2%
$\frac{1}{10}$	.10	10%
$\frac{1}{6}$	.1667	16 2/3%
$\frac{1}{2}$	.50	50%
$\frac{1}{3}$	.333	33 1/3%
$\frac{4}{5}$	.80	80%
$\frac{1}{8}$	.125	12 1/2%

Multiplying a Percentage By a Whole Numbers

$$\begin{array}{r} 275 \\ \times\ 20\% \\ \hline 55 \end{array} \qquad \begin{array}{r} \$125 \\ \times\ 25\% \\ \hline \$31.25 \end{array} \qquad \begin{array}{r} 1280 \\ \times\ 50\% \\ \hline 640 \end{array}$$

$$\begin{array}{r} \$129.50 \\ \times\ 40\% \\ \hline \$51.80 \end{array} \qquad \begin{array}{r} \$33 \\ 33\underline{1}\% \\ \times\ 3 \\ \hline \$10.99 \end{array} \qquad \begin{array}{r} \$525 \\ \times\ 40\% \\ \hline \$210 \end{array}$$

UNIT

MARKETING SKILLS

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

PERFORMANCE OBJECTIVE

Given class discussion and activities, the student will be able to compute marketing fractions.

INSTRUCTIONAL RESOURCE

Stull. **Marketing Math,** Section 1.

INSTRUCTIONAL ACTIVITIES

1. Conduct class discussion on Information Sheet.
2. Assign student to complete Worksheet 1.
3. Assign student to complete Worksheet 2.
4. Assign student to complete Worksheet 3
5. Assign student to complete Worksheet 4.
6. Assign student to complete Worksheet 5.

EVALUATION

Questions

1. The top part of a fraction is called the __________.

2. The bottom part of a fraction is called the ______________.

Answers

1. numerator
2. denominator

COMPETENCY

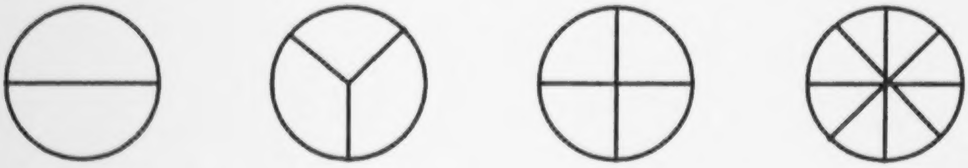
Compute basic mathematical computations used in marketing fractions.

INFORMATION SHEET

UNDERSTANDING FRACTIONS AND PERCENTAGE FRACTIONS

Fractions are frequently used by people who work in marketing and distributive occupations. When a single unit or number is divided into equal parts, each part is expressed as a fraction of the whole. The circles below illustrate fractional parts.

Fractional Parts



1/2 1/3 1/4 1/8

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEET 1

ADDING FRACTIONS WITH THE SAME DENOMINATORS

Fractions with the same *demoninator* (bottom number) are easy to add. Simply add the *numerators* (top numbers) together and place this sum over the denominator. Then reduce the answer to the smallest number you can by dividing the numerator and denominator by the same number, when possible.

$$\begin{array}{r} \frac{1}{2} \\ + \frac{1}{2} \\ \hline \frac{2}{2} \end{array} = 1 \qquad \begin{array}{r} \frac{1}{4} \\ + \frac{1}{4} \\ \hline \frac{2}{4} \end{array} = \frac{1}{2} \qquad \begin{array}{r} \frac{1}{3} \\ + \frac{1}{3} \\ \hline \frac{2}{3} \end{array} \qquad \begin{array}{r} \frac{1}{8} \\ + \frac{1}{8} \\ \hline \frac{2}{8} \end{array} = \frac{1}{4} \qquad \begin{array}{r} 1\frac{1}{2} \\ + 2\frac{1}{2} \\ \hline 3\frac{2}{2} \end{array} = 4 \qquad \begin{array}{r} 4\frac{1}{8} \\ + 5\frac{1}{8} \\ \hline 9\frac{2}{8} \end{array} = 9\frac{1}{4}$$

Add the following fractions:

$$\begin{array}{r} \frac{1}{5} \\ + \frac{2}{5} \\ \hline \end{array} \qquad \begin{array}{r} \frac{1}{8} \\ + \frac{3}{8} \\ \hline \end{array} \qquad \begin{array}{r} 1\frac{1}{4} \\ + 3\frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} 2\frac{5}{8} \\ + 6\frac{1}{8} \\ \hline \end{array} \qquad \begin{array}{r} \frac{7}{16} \\ + \frac{8}{16} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{1}{2} \\ + \frac{1}{2} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{16} \\ + \frac{8}{16} \\ \hline \end{array} \qquad \begin{array}{r} 3\frac{1}{8} \\ + 4\frac{1}{8} \\ \hline \end{array} \qquad \begin{array}{r} 10\frac{3}{4} \\ + 4\frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} 6\frac{1}{3} \\ + 2\frac{1}{3} \\ \hline \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEET 2

ADDING FRACTIONS WITH DIFFERENT DENOMINATORS

To add fractions which have different denominators, you must find a common denominator first. A common denominator in a problem is a number into which each of the denominators will divide without a remainder. To further simplify the addition of fractions, find the lowest common denominator, which is the smallest number divisible by each denominator in the problem. Once the lowest common denominator has been determined, the denominator of each fraction is then divided into this common denominator. The result is multiplied by the numerator. For example:

$$\begin{array}{rrl} \frac{1}{6} & \frac{1}{6} & \text{Lowest Common Denominator} \\ \frac{1}{2} & \frac{3}{6} & \\ +\frac{1}{3} & \frac{2}{6} & \\ \hline & \frac{6}{6} = 1 & \end{array}$$

Or

$$\begin{array}{rrl} \frac{1}{4} & \frac{5}{20} & \text{Lowest Common Denominator} \\ \frac{1}{2} & \frac{10}{20} & \\ +\frac{1}{5} & \frac{4}{20} & \\ \hline & \frac{19}{20} & \end{array}$$

Add the following fractions by finding the lowest common denominators.

$$\begin{array}{r} \frac{1}{5} \\ +\ \frac{1}{10} \\ \hline \end{array} \qquad \begin{array}{r} \frac{1}{8} \\ +\ \frac{1}{16} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{3} \\ +\ \frac{5}{12} \\ \hline \end{array} \qquad \begin{array}{r} \frac{3}{16} \\ +\ \frac{1}{2} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{5} \\ +\ \frac{3}{20} \\ \hline \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEET 3

SUBTRACTING FRACTIONS

When subtracting fractions which have the same denominator, subtract the numerators to find the answer. For example, to find the difference between 2/5 and 3/5, subtract the 2/5 from the 3/5. This is shown below.

$$\begin{array}{r} \frac{3}{5} \\ -\frac{2}{5} \\ \hline \frac{1}{5} \end{array}$$

Subtracting Numerators:

3 - 2 = 1

To subtract fractions which have different denominators, you must convert to a common denominator, the same as in addition. For example, to find the difference between 1/3 and 5/7:

$$\begin{array}{r} \frac{5}{7} \\ -\frac{1}{3} \\ \hline \end{array} \qquad \begin{array}{r} \frac{15}{21} \\ -\frac{7}{21} \\ \hline \frac{8}{21} \end{array}$$

Lowest Common Denominator

When subtracting mixed numbers, first change each mixed number to an improper fraction. Second, convert the improper fractions to equivalent fractions with common denominators. Then, subtract the simple fractions. Finally, reduce the fractional anwer to its lowest term or to a mixed number. For example, to subtract 2 1/2 from 5 1/4:

1st	2nd	3rd
$5\frac{1}{4} = \frac{21}{4}$	$\frac{21}{4} = \frac{21}{4}$	$\frac{21}{4}$
$-2\frac{1}{2} = -\frac{5}{2}$	$-\frac{5}{2} = \frac{10}{4}$	$-\frac{10}{4}$
		$\frac{11}{4} \quad 2\frac{3}{4}$

Subtract the following fractions:

$$\begin{array}{r} \frac{3}{4} \\ -\frac{1}{2} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{3} \\ -\frac{1}{3} \\ \hline \end{array} \qquad \begin{array}{r} \frac{5}{16} \\ -\frac{1}{8} \\ \hline \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEETS 1, 2, AND 3

Answers

Adding Fractions

$$\begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \frac{3}{5} \end{array} \qquad \begin{array}{r} \frac{1}{8} \\ +\frac{3}{8} \\ \hline \frac{1}{2} \end{array} \qquad \begin{array}{r} 1\frac{1}{4} \\ +3\frac{1}{4} \\ \hline 4\frac{1}{2} \end{array} \qquad \begin{array}{r} 2\frac{5}{8} \\ +6\frac{1}{8} \\ \hline 8\frac{3}{4} \end{array} \qquad \begin{array}{r} \frac{7}{16} \\ +\frac{8}{16} \\ \hline \frac{15}{16} \end{array}$$

$$\begin{array}{r} \frac{1}{2} \\ +\frac{1}{2} \\ \hline 1 \end{array} \qquad \begin{array}{r} \frac{2}{16} \\ +\frac{8}{16} \\ \hline \frac{5}{8} \end{array} \qquad \begin{array}{r} 3\frac{1}{8} \\ +4\frac{1}{8} \\ \hline 7\frac{1}{4} \end{array} \qquad \begin{array}{r} 10\frac{3}{4} \\ +4\frac{1}{4} \\ \hline 15 \end{array} \qquad \begin{array}{r} 6\frac{1}{3} \\ +2\frac{1}{3} \\ \hline 8\frac{2}{3} \end{array}$$

Adding Fractions with Different Denominators

$$\begin{array}{r} \frac{1}{5} \\ +\frac{1}{10} \\ \hline \frac{3}{10} \end{array} \qquad \begin{array}{r} \frac{1}{8} \\ +\frac{1}{16} \\ \hline \frac{3}{16} \end{array} \qquad \begin{array}{r} \frac{2}{3} \\ +\frac{5}{12} \\ \hline 1\frac{1}{12} \end{array} \qquad \begin{array}{r} \frac{3}{16} \\ +\frac{1}{2} \\ \hline \frac{11}{16} \end{array} \qquad \begin{array}{r} \frac{2}{5} \\ +\frac{3}{20} \\ \hline \frac{11}{20} \end{array}$$

Subtracting Fractions

$$\begin{array}{r} \frac{3}{4} \\ -\frac{1}{2} \\ \hline \frac{1}{4} \end{array} \qquad \begin{array}{r} \frac{2}{3} \\ -\frac{1}{3} \\ \hline \frac{1}{3} \end{array} \qquad \begin{array}{r} \frac{5}{16} \\ -\frac{1}{8} \\ \hline \frac{3}{16} \end{array}$$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEET 4

MULTIPLYING FRACTIONS

To multiply fractions, first multiply the numerators and then the denominators. When this step is completed, reduce the fraction to its lowest terms. For example:

1. $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$

2. $5 \times \frac{1}{2} = \frac{5}{1} \times \frac{1}{2} = \frac{5}{2} = 2\frac{1}{2}$

To multiply a mixed number times a fraction or one mixed number times another, change the mixed number to an improper fraction. Then, multiply the numerators and denominators as shown above. Again, make sure to reduce the fraction to its lowest terms or to a mixed number. For example:

1. $2\frac{1}{2} \times 3\frac{2}{3} = \frac{5}{2} \times \frac{11}{3} = \frac{55}{6} = 9\frac{1}{6}$

2. $25\frac{1}{3} \times 2\frac{1}{4} = \frac{76}{3} \times \frac{9}{4} = \frac{684}{12} = 57$

Multiply the following fractions:

$\frac{5}{6} \times \frac{1}{2} =$

$\frac{1}{9} \times \frac{2}{9} =$

$5\frac{1}{4} \times 10\frac{1}{2} =$

$1\frac{1}{2} \times 3\frac{1}{3} =$

$6\frac{1}{8} \times 3\frac{1}{8} =$

$20\frac{1}{2} \times \frac{1}{8} =$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEET 5

DIVIDING FRACTIONS

When dividing a whole number by a fraction or a fraction by a whole number, first express the whole number as a fraction with a denominator of 1. Second, invert the divisor. Third, multiply the numerators and the denominators. This procedure works when the divisor is a simple fraction, a whole number, or a mixed number; for example:

1. $55 \div \frac{3}{5} = \frac{55}{1} \times \frac{5}{3} = \frac{275}{3} = 91\frac{2}{3}$

2. $\frac{1}{5} \div \frac{2}{5} = \frac{1}{5} \times \frac{5}{2} = \frac{5}{10} = \frac{1}{2}$

3. $1\frac{1}{2} \div 2\frac{2}{3} = \frac{3}{2} \div \frac{8}{3} = \frac{3}{2} \times \frac{3}{8} = \frac{9}{16}$

Divide the following fractions by inverting the divisor and multiplying:

$\frac{1}{10} \div \frac{3}{2} =$

$\frac{5}{9} \div \frac{2}{3} =$

$2\frac{1}{4} \div 3\frac{7}{8} =$

$8\frac{5}{6} \div 6\frac{1}{3} =$

$6\frac{1}{8} \div 2\frac{1}{2} =$

$2\frac{1}{4} \div 1\frac{3}{4} =$

COMPETENCY

Compute basic mathematical computations used in marketing fractions.

WORKSHEETS 4 AND 5

Answers

Multiplying Fractions

$\frac{5}{6} \times \frac{1}{2} = \frac{5}{12}$

$\frac{1}{9} \times \frac{2}{9} = \frac{2}{81}$

$5\frac{1}{4} \times 10\frac{1}{2} = 55\frac{1}{8}$

$1\frac{1}{2} \times 3\frac{1}{3} = 5$

$6\frac{1}{8} \times 3\frac{1}{8} = 19\frac{9}{64}$

$20\frac{1}{2} \times \frac{1}{8} = 2\frac{9}{16}$

Dividing Fractions

$\frac{1}{10} \div \frac{3}{2} = \frac{1}{15}$

$\frac{5}{9} \div \frac{2}{3} = \frac{5}{6}$

$2\frac{1}{4} \div 3\frac{7}{8} = \frac{18}{31}$

$8\frac{5}{6} \div 6\frac{1}{3} = 1\frac{15}{38}$

$6\frac{1}{8} \div 2\frac{1}{2} = 2\frac{9}{20}$

$2\frac{1}{4} \div 1\frac{3}{4} = 1\frac{2}{7}$

PRE-EMPLOYABILITY

Identify the importance of a good first impression.

List desirable employee traits.

List elements of good leadership.

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

UNIT

PRE-EMPLOYABILITY

COMPETENCY

Identify the importance of a good first impression.

PERFORMANCE OBJECTIVE

Given class discussion and information, the student will be able to construct a portfolio on what affects his/her personal appearance.

INSTRUCTIONAL RESOURCES

1. Shinn. **Leadership Development**, 2nd Edition, Unit 2.
2. South Carolina Department of Education. **Job Seeking - How and Where?**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of a good first impression. (See Information Sheet.)
2. Discuss what affects a personal appearance. (See Transparency.)
3. Instruct student to build a portfolio on what affects his/her personal appearance.
4. Discuss employer's suggestions for female and male employees.

EVALUATION

Questions

1. Shaving and shampooing hair are examples of __________ ____________.

2. Not interrupting others as they talk is an example of good ____________.

Answers

1. personal grooming
2. etiquette (manners)

COMPETENCY

Identify the importance of a good first impression.

INFORMATION SHEET

A good first impression relates to your personal appearance, which is about you--how you look, how you dress, and how you act. It's about your personal image and appearance. You will learn how to have more energy, how to stay in good health, and how to look and act your best in business and social situations.

It's unfortunate, but true, that other people will never recognize your abilities or skills unless you present a good personal image. Your personal image affects other people's emotional reaction to you when they meet you for the first time. According to several studies, attractive people are promoted more frequently, make friends more easily, and get what they want faster than unattractive people. But attractive people aren't necessarily born beautiful. They make the most of what they have. They take good care of themselves. They've learned how to dress well--how to have a professional look. They've learned how to select clothes that are right for them. And when people put forth their best images, it gives them an incomparable air of self-confidence.

Being attractive means more than just having the right clothes, although clothes can make a difference. Looking good means having energy, being in good health, and keeping in shape. And it means acting in the proper manner--knowing and following the rules of etiquette.

In this unit we'll discuss how to make the most of your appearance. You'll learn about

1. Staying healthy--including how exercise, nutrition, and diet affect the way you look and feel.
2. Personal grooming--caring for your teeth, your hair, and your skin.
3. The proper business wardrobe.
4. Social and business etiquette.

HOW TO MAKE
THE
MOST
OF YOUR
PERSONAL APPEARANCE

1. Health
2. Personal Grooming
3. Proper Business Wardrobe
4. Social and Business Etiquette

Transparency

UNIT

PRE-EMPLOYABILITY

COMPETENCY

List desirable employee traits.

PERFORMANCE OBJECTIVE

Given the basic information on employee traits, the student will be able to list desirable employee traits.

INSTRUCTIONAL RESOURCES

1. Davis. **Human Relations at Work**, 2nd Edition, pp. 91-94.
2. Meyer. **Getting The Job**, 1st Edition, p. 2.

INSTRUCTIONAL ACTIVITIES

1. Discuss the traits of a good employee.
2. Create or describe actual situation where traits of a good employee are violated and discuss how these violations affect the other employees and the company. Determine if other traits need to be added to the list. (See Information Sheet.)
3. Provide individual activities for students; follow up class discussion. (See worksheet.)

EVALUATION

Define the following terms or concepts:

a. Competence ______________________________

b. Loyalty ______________________________

c. Trustworthiness ______________________________

d. Honesty ______________________________

e. Responsibility ______________________________

f. Industriousness ______________________________

COMPETENCY

List desirable employee traits.

INFORMATION SHEET

DEVELOPING DESIRABLE TRAITS

An employer, in return for salary or wages and fringe benefits paid to employees, expects employees to develop certain desirable traits that will help them perform their jobs well. Some of these traits include the following: (1) competence, (2) loyalty, (3) trustworthiness, (4) honesty, (5) responsibility, and (6) industriousness.

COMPETENCE

An employer expects employees to be competent. This means that employees are expected to know what they are supposed to do and how they should perform their jobs. It is assumed, of course, that employees have had training or preparation for the jobs they were hired to perform. Many would-be employees begin to develop competence when they enroll in vocational education classes while still at school. As a rule, competent employees get along well with their employers.

LOYALTY

One owner of a company used to say, "If there is something you don't like about our company, please tell us. And if there is something you like about us, please tell others." This employer was really saying that, in return for salary and benefits, the firm expected loyalty from its employees.

Loyalty to a company means going to your supervisor with any problem or complaint that may arise. Part of your supervisor's job is to handle employee problems. Employers prefer to solve their own problems. They do not want dissatisfied employees to complain about their work to outsiders. In the same manner, employers do not want their employees to criticize the goods or services sold by the company to others outside the company.

Loyalty to a company also means telling outsiders about the fine products or services that your company sells. For example, let us take the case of Leslie, a high school student and part-time employee in a bicycle sales and service shop. One of the benefits of working for ACE Bicycle Company was the privilege of buying a bicycle for 50 percent off the selling price. After saving enough money, Leslie bought a gleaming ACE 10-speed. It was everything one could want in a new bike. Leslie was very proud of it. She spent a lot of time telling her friends and others what excellent products ACE sold. As a result, many people she knew came into the store and bought bicycles. Of course, this made Leslie's employer very happy.

TRUSTWORTHINESS

There are many cases when an employer or supervisor is able to place an employee in a position of trust. When an employer trusts an employee, it often means that the employer can ask the employee to do something beyond the call of duty and expect the employee to accomplish it. The special task could be closing up a business at the end of the day. It might involve taking the company car to another city to pick up a business associate. Each of these situations requires that the employer trust the employee to carry out the task. When the employee completes the task, he or she earns the trust of the employer or supervisor. This trust contributes to good human relations between employers and employees.

HONESTY

Another trait closely allied to trustworthiness is honesty. This is a trait that gets a lot of attention in many books. Establishing a reputation for honesty is important in developing a good relationship with an employer, especially because one of business's greatest problems is dishonest employees.

To be an honest employee means several things. It means, of course, never to take any money or goods that don't belong to you. It means never to say you worked longer than you actually did. It means never to cheat a customer, another employee, or your employer in any way. It can also mean telling your employer and others the truth when you are questioned. If you can prove to be an honest employee, you will be well on your way to acceptability and good human relations in any business.

RESPONSIBILITY

Responsibility is also like trustworthiness. A responsible employee is one who agrees to carry out a task under agreed-upon procedures.

Employees are often put in positions where they are responsible for money, for other people's safety, for other people's production, for merchandise, for customers' goodwill, for company equipment, and so on. Employers are quick to see which employees can handle positions and situations of responsibility and which cannot. Needless to say, employers like to have employees who are responsible persons.

Usually employers begin by asking employees to be responsible for less important things. Then they gradually make employees responsible for more important matters. This gradual buildup of responsibility leads to reward and good relationships between employers and employees.

Let us look at the case of Valery, a new employee of Pete's Flower Shop. Soon after she was hired, Valery was asked to drive the store's van to the airport to pick up a small shipment of flowers from Hawaii. She made it to the airport all right. But on the way back to the store, Valery stopped by a friend's house, turned off the van's engine, and talked awhile. While the engine was stopped, the van's air conditioner was not keeping the flowers cool. They were all ruined from the heat. In this case, Valery did not prove herself to be a responsible employee. Her employer would naturally hesitate to give her a task that involves a greater responsibility in the future.

COMPETENCY

List desirable employee traits.

INFORMATION SHEET continued

INDUSTRIOUSNESS

Industriousness means hard work. It does not necessarily mean physically tiring labor. Rather, industriousness means being diligent about one's duties at work. It is doing what one is paid to do, and possibly more. An industrious person does not loaf, daydream, or otherwise spend large amounts of nonproductive time. Industrious employees try to accomplish their assigned work within the prescribed time. They keep themselves productively occupied during work hours.

It has been said by some that hard work is its own reward. That is, the satisfied feeling one gets when a good day's work is finished or when a task is completed is a rewarding experience. Furthermore, hard work by an employee is soon rewarded by an employer. Employers are quick to note which of their employees are hard-working and productive and which are "goofing off." The industrious workers are usually rewarded with better pay, promotions, and special privileges.

In summary, when a company hires a person, it expects that person to contribute to the success and growth of the company. Employees can contribute to their employer's success and growth by developing competence, loyalty, trustworthiness, honesty, responsibility, and industriousness. An employee who possesses these desirable traits will enjoy a very good working relationship with any employer.

COMPETENCY

List desirable employee traits.

WORKSHEET

STUDYING THE CHARACTERISTICS OF EMPLOYEES

Project Goal: Identify the personal characteristics and abilities needed to become an effective employee in a business of your choice.

Action: Select a business that employs students and arrange an interview with its owner or manager. Ask the following questions during the interview:

1. What characteristics do you like in the people who work for you?
2. What characteristics of students do you dislike?
3. What kinds of traits do you expect your salespeople to have when you hire them?
4. How important is the first impression of a student?

In the space below, write the name of the person you interviewed and the name of the business. In the space beside the number of each question, record the key points of the businessperson's answers.

Name of person interviewed ______________________________

Name of business ______________________________

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

UNIT

PRE-EMPLOYABILITY

COMPETENCY

List elements of good leadership.

PERFORMANCE OBJECTIVE

Given class discussion and information, the student will be able to list and describe good leadership qualities.

INSTRUCTIONAL RESOURCE

Shinn. **Leadership Development,** 2nd Edition.

INSTRUCTIONAL ACTIVITIES

1. Discuss leadership personality traits. (See Information Sheet and Transparency.)
2. Instruct student to complete Worksheet 1: What Makes Leaders.
3. Instruct student to complete Worksheet 2: Your Leadership Traits.
4. Instruct student to complete Worksheet 3: Case Study: Asking A "Dumb" Question.
5. Instruct student to complete Worksheet 4: Management Personality Test.

EVALUATION

True or False?

1. ______ Communication skill is a very important trait for a business leader.

2. ______ A good leader must be creative.

3. ______ Good leaders establish goals and plan how to achieve them.

4. ______ All good leaders are well known.

5. ______ It is not necessary for every group to have a leader.

Answers

1. True
2. True
3. True
4. False
5. False

COMPETENCY

List elements of good leadership.

INFORMATION SHEET

LEADERSHIP PERSONALITY TRAITS

Leadership is a complex blend of behavior, attitudes, skills, and values. Leaders must be able to influence people and communicate their own ideas.

Some leaders are well-known to everyone. Politicians are the prime examples of well-known leaders. Presidents, congressional representatives, senators, governors, mayors, and local politicians use their leadership skills to get elected and put their platform in effect.

Other leaders are less well-known. But in every group of people, there's usually one person who takes charge and is able to direct the group's activities.

Being capable, self-confident, successful, influential, and able to communicate effectively are important traits of all leaders, whether they are well-known or not. In the business world, leaders, as well as all business professionals, must be responsible, conscientious, honest, and disciplined; they must have good judgment and a sense of proportion; and they must also be creative.

LEADERSHIP PERSONALITY TRAITS

1. Capable
2. Self-confident
3. Successful
4. Influential
5. Communicative
6. Responsible
7. Conscientious
8. Honest
9. Disciplined
10. Good judgment & sense of proportion
11. Creative

TRANSPARENCY

COMPETENCY

List elements of good leadership.

WORKSHEET 1

WHAT MAKES LEADERS?

In the space below, list as many words as you can think of that pertain to the personality traits of effective leaders.

____

____

____

____

____

____

____

____

Answers

Capable, self-confident, and successful are three of the most important characteristics of leaders. Leaders must be capable and self-confident. They're successful because they know where they're going-- they've established goals and developed an action plan, and they've motivated themselves to achieve their goals.

COMPETENCY

List elements of good leadership.

WORKSHEET 2

YOUR LEADERSHIP TRAITS

Answer by circling Yes or No. Be honest.

1. Are you a complainer--always telling people about your ills and woes? Yes No
2. Are you secretly envious when a friend gets a break? Yes No
3. Do you like to argue? Yes No
4. Are you impatient when friends talk about themselves? Yes No
5. Do you secretly feel that you're more important than other people? Yes No
6. Are your feelings hurt easily? Yes No
7. Do you insist on doing things your own way? Yes No
8. Do you try to cover up your mistakes? Yes No
9. Do you usually find fault with other people's plans? Yes No
10. Do you criticize people behind their backs? Yes No

Answers

Naturally, you should have answered no to all questions--if you're on your way to becoming a successful leader. A single "yes" answer means that you have a weak spot. But you can work on it.

How? By focusing on the positive. Personality traits are habits. Like all all other habits, they can be replaced. It's easier to acquire new habits than to break old ones, but by focusing on your good habits, you can make the others wither away from lack of exercise.

COMPETENCY

List elements of good leadership.

WORKSHEET 3

CASE STUDY

ASKING A "DUMB" QUESTION

Mary Chan has recently been given some new responsibilities at work. However, her boss, who is training her, is on vacation this week, and Mary needs to know which people should get copies of the monthly sales report. One of Mary's coworkers, John Ellis, knows who should get the copies, but since John has often referred to other people's questions as "dumb," Mary feels guilty about asking him and is afraid that he might think her question is dumb, too.

Does Mary have a right to ask John her question without feeling guilty? Yes or No?

Answer

YES

Asking questions without feeling guilty is one of the rights that all people have. Mary can't control the way John responds to her questions, but she can control how she feels about asking it, and she can control how she feels about herself. She has the right to ask her question without feeling guilty. If John calls Mary's question "dumb," that's his problem--not Mary's.

COMPETENCY

List elements of good leadership.

WORKSHEET 4

MANAGEMENT PERSONALITY TEST

Part 1 Sociability

Answer by circling an honest response for each question.

1. Do you mind having people watch you work? Yes No
2. Do you have trouble making friends? Yes No
3. Can you say what you mean better in writing than in talking? Yes No
4. Do you keep the conversation going when there's a lull at a social gathering? Yes No
5. Would you like a job, such as that of a forest ranger, that kept you away from home for many years? Yes No
6. Would you rather spend your evenings by yourself than with other people? Yes No
7. Do you prefer reading books to being with other people? Yes No
8. Do you ignore the feelings of others when you are working together to achieve an important goal? Yes No
9. Do you say anything aloud when a person steps in front of you in line? Yes No

Part 2 Business Values

10. When doing my work, I generally
    a. Plan far ahead. b. Keep my mind on the immediate job.
11. I prefer reading
    a. A daily local newspaper. b. The *National Enquirer*.
12. The main objective of scientific research is
    a. Practical application. b. Discovery of truth.
13. The most civilized societies are
    a. Capitalistic. b. Communistic.
14. I consult my calendar
    a. Before making appointments. b. After making appointments.
15. Most lawyers are honest. True False
16. It's important for a business to demonstrate social responsibility. True False
17. Someday I want to have a substantial amount of money. True False

COMPETENCY

List elements of good leadership

WORKSHEET 4 continued

18. Good manners are important. True False
19. I would rather look at scientific equipment than at new industrial products. True False

Part 3 Emotional Stability

20. Life is
    a. Just marvelous. b. Too much trouble.
21. I put a greater value on
    a. Admiration. b. Achievement.
22. Possible illnesses or failures
    a. Worry me a lot. b. Rarely concern me.
23. Generally, my mental outlook
    a. Makes me feel inferior. b. Makes me feel superior.

Part 4 Self-Confidence

24. When you arrive late at a public meeting, would you rather stand in the rear than take a seat up front? Yes No
25. Do you feel at home with older people? Yes No
26. Do you find it hard to get rid of salespeople? Yes No
27. Do you try to persuade people to do things? Yes No
28. Have you been a leader in groups or clubs? Yes No
29. Are you self-conscious in front of superiors in business or school? Yes No
30. Do you feel uncomfortable at a party when you are less formally dressed than some of the other people? Yes No

Answer Key

1. No
2. No
3. No
4. Yes
5. No
6. No
7. No
8. No
9. Yes
10. a.
11. a.
12. a.
13. a.
14. a.
15. True
16. True
17. True
18. True
19. False
20. a.
21. b.
22. b.
23. b.
24. No
25. Yes
26. No
27. Yes
28. Yes
29. No
30. No

SCORE

Give yourself 1 point for each correct answer.

Score

SOCIABILITY (questions 1 through 9) ____________
BUSINESS VALUES (questions 10 through 19) ____________
EMOTIONAL STABILITY (questions 20 through 23) ____________
SELF-CONFIDENCE (questions 24 through 30) ____________
TOTAL SCORE ____________

WORKSHEET 4 continued

Potential as a Manager

If your score was 23 or more, you have an excellent management personality.
If your score was 15 to 22, you have good potential as a manager.
If your score was 7 to 14, you may have potential as a manager in the future.
If your score was under 6, you probably don't have good potential as a manager.

UNIT

PRE-EMPLOYABILITY

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

PERFORMANCE OBJECTIVE

Given class discussion and information, the student will be able to compute a salary computation and list fringe benefits either deducted from gross paycheck or granted through company policies.

INSTRUCTIONAL RESOURCE

South Carolina Department of Education. **Job Keeping Skills**, 1985.

INSTRUCTIONAL ACTIVITIES

1. Conduct class discussion on "Take Home Pay." (See Information Sheet 1.)
2. Conduct class discussion on "Wendy's Employee Check Stub." (See Transparency.)
3. Instruct student to complete Worksheet 1.
4. Instruct student to read and discuss Information Sheet 2.
5. Instruct student to solve salary computation problems.

EVALUATION

Test

Salary Computation Problems

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

INFORMATION SHEET 1

TAKE HOME PAY

Many employees, upon receiving their first paycheck, experience disappointment. It seems so small! If this happens, someone failed to explain to them about **deductions**. It is only natural that one would think that after working forty hours a week, he/she should receive forty times the hourly rate of pay in his/her paycheck. It is frustrating when the paycheck does not seem to reflect this. However, in reality, the employee is paid this amount minus certain necessary deductions which are taken from each paycheck.

Amounts are withheld for both federal and state income taxes. The employer must withhold a specific amount to apply on these taxes and, at certain periods, send this money to the proper agencies. Federal income tax monies are sent to the Internal Revenue Service, and in states that require the payment of state income taxes, an amount must be sent to the State Income Tax Division. South Carolina is a state that does require the payment of state income taxes. State and federal operating budgets are projected upon the payment of these taxes from their citizens.

Then, there is FICA, better known as Social Security Taxes, which is withheld from a worker's pay. An employer must contribute an amount that is equal to that withheld from the worker's pay and, at the end of each quarter, send it to the Social Security Administration where it is invested in a Trust Fund. This Trust Fund provides future benefits for the worker.

Most reputable companies have a health, accident, and life insurance program for their employees. Some companies pay all of the premiums (cost of insurance) for their employees, but in most companies the worker must share in the cost of this program. In a list of situations, the employee or worker pays one-fourth of the cost of the premium and the company pays the other three-fourths. The worker's one-fourth is withheld each pay period.

Most good companies also have a pension or retirement plan for their workers. Again, some companies may choose to pay the total cost of this program. But, in a lot of companies, the worker participates in this plan by investing a portion of his/her pay into the plan. This is called a participating plan and is considered by many to be the best method. With either plan, the employee, upon reaching retirement age, will receive benefits either in a lump sum or in monthly checks for the rest of his/her life. Some plans have what is known as a survivor's option wherein the worker receives a smaller monthly check during his/her lifetime, but the benefits also continue for his/her beneficiary even after his/her death.

If an employee belongs to a union and the company has agreed in its union contract for "checkoff," union dues are withheld from the worker's paycheck and sent directly to the union by the employer.

There are also other deductions such as special clothing, tools, cafeteria fees, etc., that can be agreed upon by the employer and the employee.

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

INFORMATION SHEET 2

WENDY'S EMPLOYEE CHECK STUB

DESCRIPTION	CURRENT WEEK	YEAR-TO-DATE	MEMO
REGULAR EARNINGS	259.00		PERIOD ENDING
OVERTIME EARNINGS	.00		REGULAR HOURS 58
OTHER EARNINGS	.00		OVERTIME HOURS 0
GROSS EARNINGS	259.00	806.65	RATE 4.50
FEDERAL INCOME TAX	23.52	90.71	
STATE INCOME TAX	5.58	22.18	
F.I.C.A.	14.81	60.58	MISCELLANEOUS
INSURANCE	.00		
GARNISHMENT	.00		
LOANS	.00		
MILEAGE	.00		
MISCELLANEOUS	.00		PAY PERIOD
NET PAY	215.09		07/29/9_ - 08/11/9_

Pryor's Inc.

TRANSPARENCY

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

WORKSHEET 1

TEST 1 TAKE HOME PAY

1. A deduction is an amount withheld from a worker's pay. True or False?
2. Federal income tax withholding is matched by the employer. True or False?
3. All states require that workers pay state income taxes. True or False?
4. When union dues are withheld, this money is sent directly to the union by the employer. True or False?
5. A worker's pay voucher will show an amount withheld for FICA. This is Social Security. True or False?
6. Explain briefly what is meant by a participating plan when talking about pension or retirement plans.
7. If your company had a retirement plan and you had agreed to a survivor's option, your beneficiary would continue receiving benefits after your death. True or False?
8. List the major deductions that are withheld from a worker's pay.
9. Now that you have read the attachment on take home pay, explain how deductions benefit you.

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

WORKSHEET 1 continued

TEST 1 TAKE HOME PAY

Answers

1. True
2. False
3. False
4. True
5. True
6. A participating plan is a plan wherein the employee contributes to the pension or retirement plan of his/her company. This contribution is deducted from his/her pay each pay period.
7. True
8. Federal income taxes, state income taxes, and social security taxes (FICA) are withheld from a worker's pay.
9. Student opinion

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

INFORMATION SHEET 3

CALCULATING GROSS PAY FOR PAYROLLS

A payroll is a record of the earnings paid to individuals classified as employees. Various terms are used in place of the word "earnings." Generally the term **wages** refers to payment for total hours of work or a given hourly rate, for total pieces produced at a given rate per piece, set at a weekly, monthly, or annual rate. The term **commission** refers to payment based on dollar or unit sales made by the individual within a specified period of time.

Gross pay (gross earnings) is the total amount earned before any payroll deductions are made. It is the amount on which the employee's taxes are based. The deductions from the employee's gross pay may consist of such items as income and social security taxes, which the employer must withhold by law; union dues; hospital and life insurance premiums; pensions; and so forth. The net pay is the amount paid to the employees after all required and authorized deductions have been subtracted from the gross pay.

Preparing a payroll in a large company is often done by means of a computer. In some cases, a company may utilize the payroll service offered by banks. A bank that offers this service charges a fee based on the number of employees on the company's payroll. It also reconciles the separate checking account kept by the company for payroll purposes. Many companies, however, still prepare their own payrolls without using a computer or a banking service, since the forms and methods used in preparing a payroll vary from company to company and from state to state.

INFORMATION SHEET 4

TIME BASIS PAYMENT AND PAYROLL DEDUCTIONS

A time card, or a time sheet, is used to keep a record of the total hours worked by an employee paid on a time basis. Where a time clock is used, each company has its own policy on the time limits for punching in and out without penalty for the regular work period. Overtime, which is time worked beyond the regular hours, is punched in separate columns.

PART A

Straight Time (Day Rate) Pay

When the hours worked are all regular, or straight time, the gross pay equals the number of hours worked times the given hourly rate. This hourly rate often is called the day rate, especially in combination with a piecework payment plan.

Example: Janet Parson is paid $5.40 an hour for straight time. Find her gross pay for a week in which she worked 40 hours.

Gross pay = 40 x $5.40 = $216.00

PART B

Overtime Pay on a Weekly Basis

A standard workweek is usually 40 hours, but it may be longer or shorter. The regular pay is the pay for the standard workweek hours at the given rate. When an overtime rate is paid for hours worked beyond the standard workweek, this is called overtime on a weekly basis. The overtime pay is the pay for the overtime hours at the overtime rate.

In accordance with the Federal Wage and Hour Law, companies which engage in interstate commerce must pay time and a half for all time worked over 40 hours in one week. State laws and most union contracts also specify when overtime must be paid.

Most companies pay overtime at one and a half times the regular rate (time and a half), but may pay two or three times the regular rate for work done on Saturdays, Sundays, or holidays.

To find the overtime rate, multiply the hourly rate by 11/2 (or 2 or 3). To find the overtime pay, multiply the number of overtime hours by the overtime rate. The gross pay is the sum of the regular pay and the overtime pay.

Example:

Bill Harris earns $8.00 per hour for a 40-hour standard workweek and time and a half for overtime. Find his gross pay for a week in which he worked 46 hours.

Overtime rate = $8 X 11/2 = 12.00 per hr

Regular pay = 40 X $8 = $320.00
Overtime pay = 6 X $12 = 72.00
Gross pay = $392.00

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

WORKSHEET 2

PARTS A and B

Straight Time Pay and Overtime Pay on a Weekly Basis

Austin Distributors, Inc., has a regular workweek of 40 hours with overtime paid on a weekly basis at time and a half. Find the overtime rate, the overtime hours, the regular pay, the overtime pay, and the gross pay for each employee.

	Name and Time Worked	Hourly Rate	Overtime Rate	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay
1.	Susan Chu M T W Th F S 7 9 10 10 8 10	$7.20					
2.	James Hawkins M T W Th F S 8 10 8 0 8 0	6.40					
3.	Brenda Worth M T W Th F S 8 8 9 8 8 4	5.80					
4.	Bill Wozinski M T W Th F S 8 6 10 0 8 8	6.25					

COMPETENCY

Compute a salary computation problem and list fringe benefits either deducted from gross paycheck or granted through company policy.

WORKSHEET 2 continued

PARTS A and B

Straight Time Pay and Overtime Pay on a Weekly Basis

Answers

Austin Distributors, Inc., has a regular workweek of 40 hours with overtime paid on a weekly basis at time and a half. Find the overtime rate, the overtime hours, the regular pay, the overtime pay, and the gross pay for each employee.

	Name and Time Worked	Hourly Rate	Overtime Rate	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay
1.	Susan Chu M T W Th F S 7 9 10 10 8 10	$.7.20	10.80	14	288.00	151.20	439.20
2.	James Hawkins M T W Th F S 8 10 8 0 8 0	6.40	9.60	0	217.60	0	217.60
3.	Brenda Worth M T W Th F S 8 8 9 8 8 4	5.80	8.70	5	232.00	43.50	275.50
4.	Bill Wozinski M T W Th F S 8 6 10 0 8 8	6.25	9.38	0	250.00	0	250.00

SELF-AWARENESS

Identify types of traits.

Identify types of attitudes.

UNIT

SELF-AWARENESS

COMPETENCY

Identify types of traits.

PERFORMANCE OBJECTIVE

Given classroom discussion and completion of the worksheet, identify types of traits.

INSTRUCTIONAL RESOURCE

Mischel. **Introduction to Personality**, 3rd Edition.

INSTRUCTIONAL ACTIVITIES

1. Solicit student responses to the following question: "If you were the personnel director for a large company, what would you look for when interviewing people who applied for work with your firm?"
2. Record responses on chalkboard or transparency without comment. If discussion lags ask leading questions such as "Would you be concerned if an applicant was late for his/her interview?" and/or "What do you call a person who is always on time for an appointment?" etc.
3. When a sufficient number of responses have been recorded, lead a discussion designed to attempt to rank the recorded replys. Summarize by pointing out that there is no agreement as to a specific ranking, but most employers consistently rate punctuality, honesty, loyalty, and reliability as among the most important employee traits.
4. Distribute work activity sheets, review, and summarize.

EVALUATION

Questions

1. A consistent pattern of behavior is called a (an)
a. trait.
b. attribute.
c. factor.
d. response.

2. The most frequent reason employers give for discharging workers is
a. lack of skill.
b. dishonest behavior.
c. inability to get along with others.
d. poor adjustment to change.

Answers

1. a.
2. c.

COMPETENCY

Identify types of traits.

INFORMATION SHEET

A trait is defined by psychologists as "Any distinguishable, relatively enduring way in which one individual varies from another" (Guilford as cited by Mischel, p. 19, 1981) or "A system (peculiar to the individual) with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and expressive behavior" (Allport as cited by Mischel, p. 21, 1981).

These rigorous definitions are the result of scientific efforts to investigate the human personality and might be simplified for the present purpose by the following conclusions:

1. No two persons are alike.
2. One's trait structure determines his/her probable behavior in a given situation.
3. Observable behaviors are signs or indicators of existing traits.

Employers attempt to evaluate potential employees (and candidates for promotion) by examining their past histories. This involves the assumption, for example, that if an applicant was frequently late or absent from school that the same behaviors would occur if that individual were employed by a business firm. Using the same reasoning, an employer would hardly consider a low-level employee for promotion if that employee had been committing petty thefts in his present position.

High school students need the opportunity to understand the reasoning of the adult world regarding the enduring quality of personal traits for one important reason: as youths, they still have the opportunity to reshape their own behaviors through guided self-evaluation.

COMPETENCY

Identify types of traits.

WORKSHEET

Have you ever heard the expression "Give a dog a bad name"? If not, can you guess what it means? What about the phrase "like father, like son"?

Adults strongly believe that a student who is frequently late to school or frequently absent from class will be frequently late to (or absent from) work if he/she is given an adult job. So, if two former students apply for the same job, the one with a good attendance record is more likely to get it!

Jenny, when she was in the sixth grade, badly wanted a sweater with the school colors but her family could not afford one. She took one belonging to a classmate and cut out the name label so it could not be identified. The principal called Jenny's mother who said she had not bought such a sweater for her daughter. Jenny is now in high school but everyone still calls her a thief!

A trait is a word (usually an adjective) that describes the way a person usually acts. We learned in history that George Washington would not tell a lie. Honesty is the trait of people who do not lie (or steal).

Finally, research has shown that most people who lose their jobs do not lose them due to lack of skill but rather due to an inability to get along with their supervisors and co-workers. That is, they lack the traits of friendliness and cooperativeness.

Below are some frequently mentioned traits employers say they would like to see in their employees. Rate yourself on these traits by circling the number in front of each statement.

Punctuality:
1. I am always on time.
2. I am usually on time.
3. I am often late.

Cooperativeness:
1. I get along well with others.
2. I sometimes argue with others.
3. I frequently argue.

Industriousness:
1. I do my work quickly.
2. I sometimes put off work.
3. I frequently put off work.

Honesty:
1. I always tell the truth.
2. I am usually truthful.
3. I am frequently untruthful.

Add the circled numbers; if your score is 4 to 6 you will probably do well in an adult job. If your score is higher than 6, can you think of some ways you can change?

UNIT

SELF-AWARENESS

COMPETENCY

Identify types of attitudes.

PERFORMANCE OBJECTIVE

Given classroom discussion and completion of the Student Activity Sheet, identify types of attitudes.

INSTRUCTIONAL RESOURCE

Fetterolf. **Understanding Psychology**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Explain the nature of an attitude as described in the Information Sheet.
2. Solicit student responses to the following question: "If you were the supervisor in a large retail store and were reviewing the work records of several young employees so one could be chosen for an important promotion, what attitudes would you look for?"
3. Record responses on chalkboard or transparency without comment.
4. When a sufficient number of responses have been recorded, lead a discussion designed to clarify the nature of attitudes, the source of one's attitudes, and the dynamics of attitudinal change. A discussion of cognitive dissonance might also be attempted at this juncture.
5. Distribute worksheets, review, and summarize.

EVALUATION

Questions

1. One's beliefs, feelings, and actions concerning a given situation are called
    a. attitudes.
    b. characteristics.
    c. traits.
    d. behaviors.

2. Attitudes are
    a. learned.
    b. inborn.
    c. fixed.
    d. static.

Answers

1. a.
2. a.

COMPETENCY

Identify types of attitudes.

INFORMATION SHEET

Attitudes are defined as consisting of three main components:

1. One's beliefs or opinions about something,
2. One's feelings about that thing, and
3. One's tendency to act toward that thing in certain ways (Fetterolf, p. 457).

Attitudes are the products of learning and involve two primary psychological phenomena: identification and internalization. In identification, the individual respects another significant person and both consciously and subconsciously imitates the behavior of that person. Internalization is said to have occurred when a given attitude becomes an integral part of a person's belief system.

Most of one's early attitudes are derived from the family unit. As a child matures, earlier attitudes may be altered or replaced with newly formed beliefs resulting from peer associations. Thus, college students usually differ, to a greater degree, from their parents than they did as junior high school students.

Leaving high school or college and beginning a career usually marks the time of a person's greatest exposure to social contacts with people who more sharply differ in their attitudes than was previously the case. Thus, a person who grew up in a small town and attended high school and college with an initimate group of friends probably faces his/her greatest period of adjustment when taking a job in a big city.

Attitudes are most likely to change as a result of being placed in a new social environment where old attitudes no longer "fit." Cognitive dissonance is a term used to refer to a situation where two existing attitudes are in conflict and this creates a feeling of discomfort. To resolve this discomfort, one or both of the conflicting attitudes must change. A young man who believes "a woman's place is in the home" and that one should show deference to his supervisor on the job would experience cognitive dissonance on taking a new job, then discovering his supervisor was female.

Finally, exploring one's existing attitudes and understanding the sources of them, together with an understanding of how attitudes can be changed, can facilitate a student's adjustment to future environmental change.

COMPETENCY

Identify types of attitudes.

WORKSHEET

Your attitudes are the beliefs you have, the feelings you have, and the way you will probably act in a given situation. Most of your earliest attitudes were learned from the people in your family and your closest friends. As you grew older, your attitudes about certain things may have changed as you met new people in different places. As an example, Danny's father is the "boss" in his family and Danny believes that the man should be the boss. Danny has been dating Judy, but it makes him mad when he tells Judy he is gong to take her out for pizza and Judy says she would rather go skating. Here Danny believes the "man should be the boss" and gets angry feelings when his girlfriend doesn't agree with him. So, he may stop (action) dating Judy as a result of his attitude about how men and women should relate to one another.

Using the example above and your previous class discussion, see if you can fill-in the proper words in the blanks below to indicate your understanding of what an attitude is:

1. Attitudes are your ________ and your ________ and how you will probably ________ in a given situation.
2. Your first attitudes are ________ from your family and friends.
3. Attitudes might ________ as you get older and meet more people in different places.

Hint: Choose from the following word list: beliefs, act, change, learned, feelings.

Answers

1. beliefs, feelings, act
2. learned
3. change

VALUES CLARIFICATION

Define values.

UNIT

VALUES CLARIFICATION

COMPETENCY

Define values.

PERFORMANCE OBJECTIVE

Given classroom discussion and demonstration activity, write the definition of values to include any object or belief held to be important to a given culture.

INSTRUCTIONAL RESOURCE

Simons et al. **Values Clarification**, 1978.

INSTRUCTIONAL ACTIVITIES

1. Write the definition on the chalkboard or transparency and review with the class.
2. Explain the nature of a value conflict described in the Information Sheet.
3. Have student brainstorm a list of values and record them without comment.
4. Have student attempt to agree on a prioritized list of the values obtained. (This should illustrate the personal nature of values.)
5. Have student complete the worksheet in writing and lead a discussion soliciting student's responses.
6. Summarize by assisting student to understand the personal nature of values and the dynamics of values conflicts.

EVALUATION

Questions

1. An object or belief held to be important in a given society is a (an)
   a. value.
   b. philosophy.
   c. moral.
   d. axiom.

2. When two of our own personal beliefs clash, we experience a (an)
   a. nervous breakdown.
   b. value conflict.
   c. conversion.
   d. illness.

Answers

1. a.
2. b.

COMPETENCY

Define values.

INFORMATION SHEET

Values are defined as both objects and ideas held to be important in a given society. In America, we value the American flag (object) and the concept of honesty (idea). These values help us determine what we will do in a given situation: at the flag (a valued object), we stand at attention and place our hands over our hearts; if we find a wallet we try to return it to the owner. Thus, values help us decide how we will behave in any situation.

Value conflicts occur when one value we hold comes into direct contradiction with another. As an example, a very poor but honest boy finds a wallet with a considerable amount of money in it. His mother is weak and possibly dying for want of food and medicines. Though he has always been honest, he must now decide whether to return the money (honesty) or to use it to care for his mother (honor thy mother).

We evolve our personal value systems by what we learn from our elders and what we decide for ourselves as we mature. Young people, however, are particularly likely to experience value conflicts as they emerge into young adulthood (Simon, p. 15).

The concept of values can be taught and/or one or more values clarification sessions can be conducted. Such sessions will vividly illustrate that value systems are unique to each individual and the dynamics of value conflicts will be demonstrated.

COMPETENCY

Define values.

WORKSHEET

Directions: Read the following story and write your own ending. Work independently. Do not share your ideas with anyone at this point. Then wait until your instructor gives you further directions.

James and Kevin have part-time, after school jobs in the same store. They are juniors, but another student works at the same store with them. The other student is a college sophomore.

The older boy is named Charlie. James learns that Charlie has persuaded Kevin to help him cheat their employer. Charlie "BUYS" an expensive set of tires, but Kevin "RINGS UP" only two dollars on the register. The set of tires really costs two hundred dollars! Charlie then takes the tires and sells them to someone away from the store and gives Kevin part of the money.

Mr. Blake calls James into his office and says "Our auto department is losing a great deal of money and I believe Kevin and Charlie are stealing from the company. If they are, I might have to have them sent to jail. What do you know about this situation, James?"

On a separate sheet of paper write down what you would say or do if you were James. Remember that Kevin has always been your very best friend!

APPENDICES

APPENDIX A

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APPENDIX B

DEFINITIONS OF TERMS

APPENDIX B

DEFINITIONS OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

ADVERTISING.
Paid, nonpersonal communication through various media by business firms, nonprofit organizations, and individuals.

AGENTS AND BROKERS.
Independent wholesaling intermediaries that may or may not take possession of goods, but never take title to them.

BALANCE OF TRADE.
The total value of a nation's exports minus the total value of its imports.

BALANCE SHEET.
Shows what the business owns and what it owes to others.

BASIC STOCK LIST.
A list of goods that should be in stock at all times.

BREAK-EVEN POINT.
Point at which volume of goods sold at a chosen price will equal total cost of production.

BUDGET.
A plan or forecast in which data is presented in numerical form.

CASH RESERVE FUND.
Money readily available to cover any unexpected expenses.

CHAIN OF COMMAND.
The downward flow of authority, responsibility, and channels of communication within an organization.

CHARTER (ARTICLES OF INCORPORATION).
A state issued document legally recognizing the existence of a new corporation.

COMMISSION.
A percentage of the dollar amount of products sold.

CONSUMER BEHAVIOR.
All the acts of individuals in obtaining, using, and disposing of economic goods and services.

CONTROL FUNCTIONS.
The recordkeeping information that produces up-to-date information about the business.

CONTROLLING.
Making sure that all assignments have been carried out according to a set schedule.

CONTROL SYSTEM.
A set of procedures or techniques used to obtain information needed to operate a business successfully.

COUPON.
Sales promotional tool in which a specially marked slip of paper entitles the bearer to a discount on the purchase of a particular product.

DEMOGRAPHICS.
Characteristics such as age, sex, and income level of potential buyers.

DEPRECIATION.
A loss in value of equipment, buildings, or other fairly permanent assets caused by normal wear and aging.

DIRECT MARKETING.
Direct communication, other than personal sales contacts, between buyer and seller.

ELECTRONIC MEDIA.
Radio and television.

EMBARGO.
A legal prohibition by a country against trade of certain goods or within certain countries.

EMPLOYEE BENEFITS (FRINGE BENEFITS).
Extra rewards that retail personnel receive in addition to their regular wages or salaries.

EMPLOYEE DISCOUNTS (REDUCTIONS).
Price reductions given to employees who buy goods.

ENTREPRENEUR.
An individual who uses personal initiative to organize a new business.

FINANCIAL STATEMENT.
Shows the status and progress of a business in dollars and cents.

FIXED CAPITAL.
Money invested in such things as land, buildings, store fixtures, and equipment.

FLAT EXPENSES.
Expenditures that are about the same for every article of merchandise regardless of its cost or retail price.

IMPORTING.
Buying goods or merchandise from a company or government in another country.

INCOME STATEMENT.
Shows the profit and loss for a given operation.

INFLATION.
Rising price level that results in reduced purchasing power for the consumer.

INVENTORY RECORDS.
Shows what merchandise a retailer has in stock.

JOB ANALYSIS.
The systematic study of the characteristics and activities required by specific jobs.

JOB DESCRIPTION.
A summary that gives an employer a clear notion of the type of employee needed.

LEASE.
An agreement for the use of property.

LIQUIDITY.
The ease with which a possession can be sold.

LOSS LEADER.
When a store sells an article at less than cost.

MARKDOWNS.
Reductions from the original retail price.

MARKETING.
Process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that will satisfy individual and organizational objectives.

MARKETING MIX.
A combination of product or service, promotion, place, and price decisions.

MERCHANDISE BREADTH.
The number of merchandise lines carried by a store.

MERCHANDISE DEPTH.
The quantity of a line of goods offered in various colors, sizes, styles, and price ranges.

MERCHANDISE SHORTAGES.
Goods lost because of damage, shoplifting, or pilferage.

MERCHANDISING PLAN.
A set of definite goals for each buying and selling activity which is compiled for a budget.

MODEL STOCK PLAN.
A plan used to divide the stock according to size, color, or any other notable characteristic--used by a retailer when ordering stock.

MOTIVATION.

To provide with a cause, need, or desire to act.

NONPERSONAL SELLING.

Using advertising displaying and sales promotion to attract customers and to inform them about the store.

ONE PRICE POLICY.

On any given day all customers will be charged the same amount for a certain item.

ORGANIZATION.

The way an owner or manager arranges the activities necessary for the successful operation of a retail business.

OVERHEAD.

Expenditures required for operating a store or department.

PERSONAL SELLING.

Direct contact between the customer and the salesperson.

PLANNED MARKUP.

The amount needed to make planned profits as well as to cover expenses and reductions.

PLANNING.

To decide in advance what needs to be done, who will do it, and when it will be accomplished.

POLICY.

Rules under which a retail business operates to set forth definite and uniform rules for all workers.

PRICE-LINE POLICY.

Only a few prices or price lines are set and then applied to many different items.

PRICING STRATEGY.

Market decision making that deals with the methods of setting profitable and justifiable exchange values for goods and services.

PRINTED MEDIA.

Newspapers, magazines, direct mail, and billboards.

PRODUCT LIFE CYCLE.

Four stages through which a successful product passes--introduction, growth, maturity, and decline.

PROMOTION.

The movement of an employee to a new job with more responsibility and authority.

PROMOTIONAL MIX.
The combination of messages and media that a retailer uses to communicate information about merchandise to prospective buyers.

PROXY.
A legal statement empowering someone else to cast one's own vote.

PUBLICITY.
Information about a store or its merchandise provided by public media such as newspaper, television, and radio.

PURCHASE RECORDS.
Show which goods and services have been ordered from suppliers at a certain cost.

PURE RISK.
A risk that refers to the possibility of loss caused by accidental fire, injury, or other damage to property.

QUOTA PLAN.
The store manager sets a definite dollar amount that a salesperson is expected to sell in a given time.

REBATE.
Refund for a portion of the purchase price, usually granted by the product's manufacturer.

SALARIES.
Money paid to employees by the week or the month.

SALES FORECAST.
Estimate of company sales for a specified future period.

SALES PROMOTION.
Function of informing, persuading, and influencing the consumer's purchase decision.

SALES RECORDS.
Show the total dollar amount of sales and the specific items that were sold.

SAMPLE.
A representative group.

SELLING AGENTS.
Independent middlemen who perform entire marketing tasks for firms.

SHOPPING TRAFFIC.
Traffic made up of people interested in buying some merchandise.

STOCKKEEPING UNITS (SKU's).
When merchandise is classified by kind, material, price, color, size, brand, or supplier.

STORE DESIGN.

All of the physical objects of a store, both inside and outside, and how they are combined.

STORE LAYOUT.

The physical arrangement of a store for a business.

SUPERVISORS.

The persons who oversee the work of others.

SUPPLIES.

Regular expense items necessary in the firm's daily operation but not part of the final product.

SYSTEM.

A set of procedures or techniques carried out by people or equipment necessary to accomplish a given purpose.

TARIFF.

A special tax on imported goods usually imposed to protect domestic producers from lower priced foreign products.

TOP-DOWN PLANNING.

The overall goals for stock, sales, expenses, and other figures are established at the store level and then subdivided into divisions, departments, and various other merchandise classifications.

TRADEMARK.

A brand that is protected by law.

TRANSFER.

The relocation of an employee to another job at about the same level of responsibility.

VARIABLE EXPENSES.

Expenditures which are different for each type of goods.

WORKING CAPITAL.

Money available to buy merchandise for resale and to cover operating expenses.

DECISION MAKING

Identify the principles of the decision-making process.

Name the steps in decision-making strategy.

UNIT

DECISION MAKING

COMPETENCY

Identify the principles of the decision-making process.

PERFORMANCE OBJECTIVE

Given classroom discussion and completion of the worksheet, the student will identify the principles of decision making.

INSTRUCTIONAL RESOURCE

Fetterolf. **Understanding Psychology**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Lead a group discussion of the principles of decision making pointing out that there are many strategies for decision making, but that almost all of these follow the basic principles described on the Information Sheet.
2. Distribute the worksheet.
3. Review the worksheet to ensure student comprehends the four basic principles and the proper sequence involved.
4. Summarize.

EVALUATION

Questions

1. The first principal of decision making is to
    a. act.
    b. gather facts.
    c. weigh facts.
    d. state problem.

2. Planning for the future is
    a. reflex behavior.
    b. reflective behavior.
    c. conditioned behavior.
    d. responsive behavior.

Answers

1. d.
2. b.

COMPETENCY

Identify the principles of the decision-making process.

INFORMATION SHEET

Human behavior can be categorized in many ways. It can be viewed as either reflexive or voluntary. Voluntary behavior can be either responsive or reflective. Responsive behavior is a complex set of reactions to an event, while reflective behavior might be termed premeditated. That is, it is the result of deliberate planning.

Decisions, and the need to accomplish them, constitute a fundamental source of stress in our daily lives (Fetterolf, pp. 317-18). There are innumerable strategies designed to assist people in their decision-making activities, but almost all of them list the following basic principles:

Decision making requires one to sharply define the nature of the problem, gather all the facts, weigh the supporting facts, make a decision, and monitor the results of the decision to assess the results.

Just as the perceived need to make a decision creates stress, making a decision has the effect of reducing immediate stress even if the result of that decision later proves to be unsatisfactory.

COMPETENCY

Identify the principles of the decision-making process.

WORKSHEET

All human actions fall into one of two types: responsive or reflective. Reflective behavior is something you do after thinking about it awhile. Responsive action is something you do without any thought at all. You think about whether to go to the movies or go to a dance. If you decide to go to the movies, that is reflective behavior. If you see a baby fall into a lake, you would probably run as fast as you could to the water and pull the baby to safety. You would probably not sit down for five minutes and think such thoughts as "Oh, the baby fell into the lake. That baby probably can't swim. If I let the baby stay in the water, the baby might drown. On the other hand, if I go pull the baby out of the. . ." etc. Sitting there and thinking all that time would be ridiculous! So you act first and think later. That is responsive behavior.

Most of the problems we have require reflective behavior. That is, we must think about what we want to do, make decisions, and then work to make our plans happen. Many books describe various ways to plan and make decisions, but almost all of them agree that there are certain basic principles involved. Those principles are (1) state the problem, (2) gather the facts, (3) weigh the facts and possibilities, and (4) decide and act with the understanding that if your initial decision proves wrong, you will try again!

Put the proper number in front of each the following statements to show you understand the basic principles:

______ David asks his counselor how much tuition costs are at several colleges.

______ David tells his mother he is going to enroll at Newberry College next August.

______ David is thinking to himself "I would really like to be a music teacher, but I know I can earn a much better salary as a certified public accountant."

______ David tells a friend "I got my SAT scores back and they are pretty good; I guess I've got to choose which college I'm going to attend now!"

Hint: Remember these four basic principles:

1. State the problem.
2. Gather the facts.
3. Weigh the facts.
4. Decide and act.

When David asks his counselor for information is he stating the problem or gathering the facts?

UNIT

DECISION MAKING

COMPETENCY

Name the steps in decision-making strategy.

PERFORMANCE OBJECTIVE

Given classroom discussion and completion of a sample activity, name the steps in decision making to include questioning, evaluating, weighing, and deciding.

INSTRUCTIONAL RESOURCE

Jorgensen and Fautsko. **Quid: How You Can Make the Best Decisions of Your Life**, 1978.

INSTRUCTIONAL ACTIVITIES

1. Distribute worksheet and set up the following simulation: "Assume we are going to sell an item as a fund-raising activity (to finance a field trip or donate to charity, etc.) and we need to make a final decision as to which item to sell. Making this decision will demonstrate one way professional business people make decisions."
2. Explain the modified "Quid" system as described on the Information Sheet which begins with "yes" or "no" question (not an "either" "or" question!).
3. Ask for a list of suggested items and record them. Point out that only one item can be evaluated at a time and by popular vote (or any other means) choose one item to analyze.
4. Have student independently list the reasons for and reasons against selling the item in the two-column format shown on the worksheet. Record several of the reasons student reports on a transparency or the chalkboard.
5. Weigh each response (by consensus) and demonstrate the summation of the weights to arrive at a decision; or, if necessary, postpone the decision, gather more information, and repeat the process.

EVALUATION

Questions

1. The first and most important step in the decision-making strategy is to
    a. correctly add the weights.
    b. properly state the question.
    c. gather more information.
    d. start with your best hunch.

COMPETENCY

Name the steps in decision-making strategy.

EVALUATION continued

2. All good decision-making strategies involve
   a. mathematics.
   b. intuition.
   c. self-discipline.
   d. good guesses.

Answers

1. b.
2. c.

COMPETENCY

Name the steps in decision-making strategy.

INFORMATION SHEET

In their "Quid" system (quantified intrapersonal decision making) Jorgensen and Fautsko present a procedure for making important decisions.

There are four basic steps:

1. Frame the question as a "yes" or "no" statement.
2. In a two-column format, list statements for or against the pending decision. (We can call this step the evaluation of alternatives.)
3. Weigh the statements by assigning mathematical values as shown below.
4. Sum the values and decide "yes" or "no" if the sum of the weights clearly supports one or the other proposition. If the sum of the weights is equal the decision is to postpone immediate action, gather more data, and repeat the process.

The authors state the proper decisions cannot be made on the basis of intuition or "gut feelings" and that "good" decisions made this way are no more than "lucky guesses." Proper decision making requires discipline, and the use of a systematic approach will significantly improve one's long term decision-making skill.

In summation the steps are

1. State the question,
2. List and evaluate alternatives,
3. Weigh alternatives, and
4. Decide even if the decision is to postpone the decision and gather more information; thereafter, the process is repeated.

Modified Weights:

Critically important = weight of 4
Very important = weight of 3
Important = weight of 2
Minor importance = weight of 1
No importance = weight of 0

COMPETENCY

Name the steps in decision-making strategy.

WORKSHEET

Making good decisions requires self-discipline. This self-discipline can be practiced by using the following steps:

1. State your question as a "yes" or "no" statement.
2. Write as many reasons for the "yes" choice and as many reasons for the "no" choice as you can on a separate sheet of paper. Use one side of your sheet for the "yes" reasons and the other side for the "no" reasons so your sheet looks like this:

Yes, we should sell ----------	No, we should not sell -----------
------A	------A
------B	------B
------C	------C
------D	------D

List as many reasons as you can.

For example, a "yes" statement might be "We make three cents more profit on this item" and a "no" statement might be"The student council tried to sell these last year and lost money."

Next, in the spaces in front of the letters above write in numbers on a scale from 0 to 4 to tell how important each statement is in making your decision. A zero number means the statement is unimportant. A one is of minor importance. A two is important. A three is very important and a four is critically (extremely) important.

Finally, add each column of numbers. The "side" with the highest number is the choice you should make. If the sum of the numbers is equal you should look for more information and repeat the steps.

What are the four steps?

1.

2.

3.

4.

DEVELOPING A CAREER - LIFE PLAN

List ways of obtaining occupational training in the community.

Name resources for job openings.

UNIT

DEVELOPING A CAREER-LIFE PLAN

COMPETENCY

List ways of obtaining occupational training in the community.

PERFORMANCE OBJECTIVE

Given an occupation of his/her choice, the student will be able to list five of the following eight ways of obtaining occupational training for that job in the community: (1) area vocational centers; (2) regular high school vocational education classes; (3) cooperative method of instruction; (4) community and junior and senior colleges; (5) on-the-job training; (6) technical education centers; (7) apprenticeship programs; and (8) private training institutions.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **World of Work-Education and Jobs**, 1984.
2. ----------. **World of Work-Choosing A Career**, 1984.
3. Kimbrell and Vineyard. **Succeeding in the World of Work**, 3rd Edition (Chapter 1), 4th Edition (Chapter 2).

INSTRUCTIONAL ACTIVITIES

1. Define career development, lifestyle, lifestyle goal, job, work, and career.
2. Discuss the different ways of obtaining training for occupations. Use catalogs, brochures, pamphlets, etc., for illustration.
3. List the ways of obtaining occupational training in the community and the special type of training that each offers.
4. Have student complete the worksheets.
5. Use SCOIS to research a selected occupation and list the types of occupational training available in the community or elsewhere.

EVALUATION

Questions

1. All of the following are sources of training for occupations except
    a. area vocational schools.
    b. cooperative vocational education courses.
    c. want ads in newspapers.
    d. on-the-job training.

2. Sources of training for occupations are apprenticeship programs, private training institutions, and
    a. the Employment Security Commission.
    b. the social security office.
    c. temporary employment agencies.
    d. on-the-job training.

COMPETENCY

List ways of obtaining occupational training in the community.

EVALUATION continued

Answers

1. c.
2. d.

COMPETENCY

List ways of obtaining occupational training in the community.

INFORMATION SHEET 1

In order to develop your Career-Life Plan, you must have an understanding of the following terminology.

Career Development: Choosing and preparing for a career is career development. It is a process of matching personal traits with a career. You must spend some time evaluating your traits before a career choice can be made. You should ask yourself, "What do I need?"

Lifestyle: The way we live is our lifestyle. It involves where we live, the kind of food we eat, and how we spend our free time. Also, how we spend our work time should be included with the definition of lifestyle. We choose our lifestyles in deciding how we will use our time and resources. Consequently, no two lifestyles are exactly the same.

Lifestyle Goal: How you see yourself in the future will determine your lifestyle goal. You should ask yourself the following questions when making this decision:

1. Where would I like to be living in ten or fifteen years?
2. Do I want to be married then?
3. Do I want children?
4. Do I want to own my own home?
5. What leisure activities will I want to pursue?
6. What else would I like to see in my life in ten or fifteen years?

Job: A collection of tasks or duties done to earn a living is a job. This is what we mean when we talk about jobs--jobs like truck driver, housekeeper, and teacher.

Work: Any productive activity that results in something useful is work. This is usually done for pay, but not always. For most people work means having a job and getting paid for doing that job. **Occupation** is another word that means work.

Career: Work done over a period of years is a career. Most people have many different jobs in their careers. Usually a career is thought of as a sequence of jobs in the same field of work.

Sources Of Training For Occupations:

1. area vocational centers
2. regular high school vocational education courses
3. cooperative method of instruction
4. community, junior, and senior colleges
5. on-the-job training
6. technical education centers
7. apprenticeship programs (usually last from 2-6 years)
8. private training institutions
   (business colleges, cosmetology schools, etc.)

SOURCES OF TRAINING FOR OCCUPATIONS

- AREA VOCATIONAL CENTERS
- REGULAR HIGH SCHOOL VOCATIONAL EDUCATION COURSES
- COOPERATIVE METHOD OF INSTRUCTION
- COMMUNITY, JUNIOR, AND SENIOR COLLEGES
- ON-THE-JOB TRAINING
- TECHNICAL EDUCATION CENTERS
- APPRENTICESHIP PROGRAMS (USUALLY LAST FROM 2-6 YEARS)
- PRIVATE TRAINING INSTITUTIONS (BUSINESS COLLEGES, COSMETOLOGY SCHOOLS, ETC.)

TRANSPARENCY

COMPETENCY

List ways of obtaining occupational training in the community.

WORKSHEET 1

Matching: Match the terms in Column B with the phrases in Column A by writing the letters of the terms next to the phrases that best describe the terms.

		Column A		Column B
____	1.	Any productive activity that results in something useful.	a.	career
			b.	lifestyle
____	2.	Collection of tasks or duties that a person does to earn a living.	c.	decision
____	3.	Work done over a period of years.	d.	lifestyle goal
____	4.	The way a person chooses to live.	e.	job
____	5.	Choosing and preparing for a career.	f	work
____	6.	How you see yourself in the future.	g.	career development

Listing: List five of the eight ways of obtaining occupational training in your community.

1.

2.

3.

4.

5.

COMPETENCY

List ways of obtaining occupational training in the community.

WORKSHEET 1 continued

Answers

Matching:

1. f.
2. e.
3. a.
4. b.
5. g.
6. d.

Listing:

1. area vocational centers
2. regular high school vocational education courses
3. cooperative method of instruction
4. community, junior, and senior colleges
5. on-the-job training
6. technical education centers
7. apprenticeship programs (usually last from 2-6 years)
8. private training institutions
   (business colleges, cosmetology schools, etc.)

COMPETENCY

List ways of obtaining occupational training in the community.

WORKSHEET 2

Occupational Plan

Directions: Given choices for an occupation, answer the following questions.

1. What is your occupational choice? ______________________________

____

2. Does the future look good for this occupation? ____________________

____

3. What will be the training needs for this occupation? ________________

____

4. List five places you could receive training for this occupation.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

(No key is required, but the instructor may want to use the "Suggested Occupations For Student Worksheet" supplement which is included).

INFORMATION SHEET 2

TEACHER RESOURCE
SUGGESTED OCCUPATIONS FOR STUDENT WORKSHEET

Sales	Sales agent or travel agent, real estate, automobile sales, insurance sales, buyer, public relations, manufacturer's representative
Management	Hotel/motel, restaurant, store or office manager, president of a business organization, government administrator
Education	Nursery school instructor, elementary or high school teacher, college or university professor, home economist, vocational instructor, librarian
Social Services	Psychologist, sociologist, counselor, social worker, probation officer, historian
Customer Services	Waiter/waitress, flight attendant, barber/cosmetologist, taxi or bus driver, security guard
Clerical Work	Receptionist, typist, secretary, key punch operator, cashier, bank teller, medical records clerk, telephone operator, stenographer
Legal	FBI agent, lawyer, judge, paralegal assistant, claims adjuster
Data Analysis	Computer operator, bank loan officer, accountant, auditor
Skilled Crafts	Carpenter, electrician, mechanic, cook, tailor, electronic technician, air traffic controller, surveyor, airplane pilot
Math/Science	Architect, engineer, mathematician, computer programmer, chemist, physicist, biologist
Medical/Dental	Doctor, optometrist, veterinarian, dentist, dental hygienist, pediatrician, physical therapist
Literary	Journalist, reporter, editor, novelist, playright, translator
Art	Interior decorator, commercial artist, photographer, painter, illustrator, clothes designer
Nature	Manager of seed, grain, fertilizer, plants, livestock; forest ranger
Physical	Coach, professional athlete, sports official
Entertainment	Radio/television announcer, comedian, model, actor/actress

UNIT

DEVELOPING A CAREER-LIFE PLAN

COMPETENCY

Name resources for job openings.

PERFORMANCE OBJECTIVE

Given a discussion on seeking jobs, the student will be able to list five resources for job openings.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **World of Work-Education and Jobs**, 1984.
2. Kimbrell and Vineyard. **Succeeding in the World of Work**, 3rd Edition (Chapter 2), 4th Edition (Chapter 5).

INSTRUCTIONAL ACTIVITIES

1. Define job leads or resources.
2. Discuss how to locate job openings.
   a. want ads in newspapers
   b. local, state employment service office
   c. radio and television announcements
   d. signs posted in places of business
   e. friends and family
   f. guidance counselors and teachers
   g. employment agencies
3. Have student complete the job-lead cards using want ads from the newspaper. In addition, discuss the opportunities available through using the want ad source.

EVALUATION

Questions

1. Some of the best sources for finding job openings are
   a. job leads.
   b. radio and television announcements.
   c. friends and family.
   d. signs posted in places of business.

2. The agency that expects to receive a fee from you after finding a suitable job is the
   a. public agency.
   b. private agency.
   c. employment agency.
   d. advertising agency.

COMPETENCY

Name resources for job openings.

Answers

1. c.
2. b.

COMPETENCY

Name resources for job openings.

INFORMATION SHEET 1

A **job lead** is simply a possible job opening. As a young person, you are probably interested in part-time work. You may already have obtained a part-time job. But, if not, you will need to know about resources that will assist you in finding a job. To get a job that is right for you, you must be willing to work hard both at finding and getting it. Read on to discover some of the ways you can find out about job openings.

Newspaper advertisements or want ads are very good sources for job openings. You should get into the habit of reading the "Help Wanted" advertisements of your local newspaper. This is a great resource for learning about the job market. "Want Ads" give salary information and they detail the necessary skills for the positions.

Be careful when responding to some newspaper ads. Sometimes seemingly prospective jobs will ask for a deposit of money. DO NOT respond to these particular kinds of ads. Many times this is an attempt to sell you something---and take your money. In other words, these should not be considered real job leads.

Local state employment service offices can be found in most cities and large towns. These offices are usually identified by the names of the states in which they are located. The **South Carolina State Employment Service Office** is one example. This is a public agency; therefore, their services are free of charge.

If you chose this resource, you will need to fill out an application form with the state employment office nearest you. Following the completion of the application form, an interview will be scheduled. The purpose of the interview is to determine your interests and qualifications. In the event that a job opening is available and you are right for the position, someone from the employment office will contact you. If the position is interesting to you, the employment office will refer you to the company.

Radio and television announcements are other resources available to you when seeking employment. These are not as reliable because you need to be listening or watching in order to catch these announcements. Sometimes you or someone else may hear these messages and follow up on them. You should not rely solely on these resources!

Signs posted in places of business are other sources that you can be on the alert for. But, remember that these are resources that are dependent on you being in the right place at the right time. Even if it's not you in the right place, it depends on a friend or relative catching the bulletin. This is a good supplemental resource, but again, not one to solely depend upon.

Friends and family are two of the best sources. They are out in the business world daily. They know your qualifications pretty well, and may hear of a job opening that is right for you.

COMPETENCY

Name resources for job openings.

INFORMATION SHEET 1 continued

Make a list of family members and friends that you believe may help you with job leads. You should begin with family members and then add the names of friends of your family. If you know people that are in business for themselves, include them on your list. They may be able to hire you or find some other business associate that can.

If there is a company that you think you might like working for, ask yourself if you know anyone working there. If so, include the name(s) on your list. You may even have a classmate or best friend connected with a business in which you are interested. These names will need to be added to your list.

Do not hesitate to use influential friends, because there is nothing wrong with that. If you are qualified for the position, then you owe it to yourself to be resourceful. You should avoid using influential friends when the job requires qualifications that you cannot offer the company. This makes for bad relations for the company and you.

Guidance Counselors and Teachers are additional sources available to young people. Your school probably has at least one counselor or teacher who helps students find jobs. Large high schools often have a work-experience or placement office with several counselors. These counselors specialize in career counseling and job placement. They are excellent sources of job leads.

The school personnel can be of help to you as well. They know a lot about your abilities, aptitudes, grades, and attendance records. In addition, they have information on your attitudes and personality. They have a good chance of matching a particular job with your individual needs because of their knowledge of you as a person.

Do not forget that a school's referral does not guarantee you the position. You will be faced with competition, and you will need to make the best impression possible. In the meantime, you will need to continue pursuing other sources of job leads.

An employment agency is another source available to you. The agency is set up to help you find jobs. Those who are looking for jobs submit their names to the agency. Businesses call the agency when they have job openings. The employment agency serves as a sort of go-between, matching qualified job-hunters with the available jobs.

There are two basic kinds of employment agencies---public and private. Public agencies are operated by the federal or state government. Public agency services are free. Private agencies are managed by people who are trying to make a profit. In other words, they must charge a fee for their services. Let's look at the private agencies a little more closely.

COMPETENCY

Name resources for job openings.

INFORMATION SHEET 1 continued

Private agencies sometimes know of jobs that have not been listed with public agencies. Do not forget about the fee you will incur if using this particular source for job leads.

When you submit your name to a private agency, you will have to sign an agreement. The agreement states that if the agency helps you find a job, you will pay the fee for services rendered. Usually the fee will be a certain amount or a percentage of your first year's salary. The fee is only paid in the event that the agency finds you a job that you will accept. In some cases, employers will pick up this fee for you.

COMPETENCY

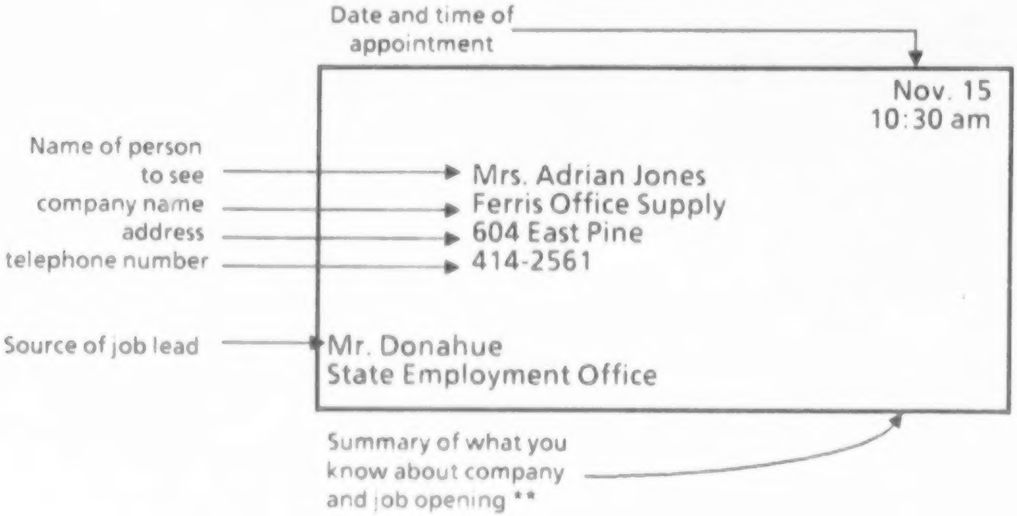
Name resources for job openings.

INFORMATION SHEET 2

FOLLOWING THROUGH ON JOB LEADS

It is important to have many job leads so you can choose the job that is right for you. Remember, too, that there are many others looking for work. You may decide not to take some jobs offered to you. In such cases, simply follow up another lead. For this reason, it is a good idea to have your job leads written on cards. The three-by-five-inch notecards are quite good for this purpose.
In summary, try to remember--

- The more possible employers you have written down, the better your chance of getting the right job.
- Having a number of possible employers will lessen the chance that you will "fall into" the first job that is offered (if it is not the right one for you).
- Having several possible employers will prevent you from being discouraged if you are turned down.


Date and time of appointment
Name of person to see
company name
address
telephone number
Source of job lead
Summary of what you know about company and job opening **

Nov. 15
10:30 am

Mrs. Adrian Jones
Ferris Office Supply
604 East Pine
414-2561

Mr. Donahue
State Employment Office

Job-lead cards will help you keep track of leads. Write any new leads down on cards. Keep these cards together.

** Use the back of your job-lead cards to put any available information about the company or the job.

COMPETENCY

Name resources for job openings.

WORKSHEET

JOB-LEAD CARDS AND USING THE WANT ADS

Directions: Use the "Follow Through on Job Leads" Information Sheet and want ads from the newspaper to complete this assignment. The "Follow Through on Job Leads" will assist you with the placement of the necessary information. Use the want ads and choose two jobs that you will complete job lead cards for.

JOB-LEAD CHOICE 1

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COMPETENCY

Name resources for job openings.

WORKSHEET continued

JOB-LEAD CHOICE 2

JOB SEARCH SKILLS

Identify the section of the newspaper to find current job openings.

UNIT

JOB SEARCH SKILLS

COMPETENCY

Identify the section of the newspaper to find current job openings.

PERFORMANCE OBJECTIVE

Given the classified ads section and ad abbreviations, the student will be able to use the classified ads section of the newspaper with 100% accuracy to find job openings.

INSTRUCTIONAL RESOURCES

1. Classified Advertising Staff. **Evening Herald.** October, 1988.
2. Lynch. **Getting The Job**, 1977.
3. North Carolina Department of Public Instruction. **Fashion Merchandising Curriculum Guide**, 1986.

INSTRUCTIONAL ACTIVITIES

1. Distribute the list of ad abbreviations to the student. This is a list of abbreviations most often used in the want ads section of the newspaper.
2. Group the class and ask the groups to identify each abbreviation.
3. Discuss any abbreviations that the student does not understand.
4. Have student bring a classified ad section of the newspaper to class. (The teacher may want to bring some classified sections as backup, because all students may not subscribe to a newspaper.)
5. Have student complete the worksheet using the classified sections.

EVALUATION

Questions

1. When using the newspaper as a source to find current job openings, which section would you seek out?
   a. want ads
   b. business
   c. classified
   d. a. and c.

2. What section of the newspaper gives employer listings for available jobs?
   a. want ads
   b. local news
   c. business
   d. national news

Answers

1. d.
2. a.

COMPETENCY

Identify the section of the newspaper to find current job openings.

INFORMATION SHEET

Almost every newspaper in publication has some kind of classified section that includes help-wanted ads. Employers list available jobs in this section of the newspaper. Full-time jobs are not the only listings to be found. Generally, you will find part-time and temporary positions listed in the want ads section. These advertisements often give a summary of job requirements, as well as information about how to apply. Here are two advertisements that will exemplify the information that can be obtained from reading the classified section.

CASHIER

Immediate, part-time employment; must have had bookkeeping experience; excellent pay. Apply in person between 4 and 6 p.m. Tuesday.

BANTAM FOOD MARKET
1222 Chester Street

Equal Opportunity Employer

SERVICE STATION ATTENDANT

Part-time; must have career interest and some training in auto mechanics. Phone 581-0990 to arrange interview.

WYLIE'S GAS STATION
506 Oakland Avenue, SE

Both of these jobs would be possible choices for a student-worker. Notice that both of these jobs require some special training. The cashier's position requires bookkeeping. The job at the service station requires a career interest and some training in auto mechanics. The necessary information about how to apply is included in both of the ads listed above. For instance, as a cashier applicant you would apply in person while an applicant for the service station would have to call for an interview.

COMPETENCY

Identify the section of the newspaper to find current job openings.

INFORMATION SHEET continued

Your area newspaper should have similar advertisements. Remember, the first thing to do is to decide your areas of interest. With that in mind, begin utilizing the want ad section of the newspaper to locate current job openings that you are interested in and qualified for.

COMPETENCY

Identify the section of the newspaper to find current job openings.

WORKSHEET 1

Directions: As a group, identify the following abbreviations most commonly found in the classified sections of newspapers.

1. Adv ________
2. Repo ________
3. Approx ________
4. Asso ________
5. Asst ________
6. Auto ________
7. Rep ________
8. Ave ________
9. BBQ ________
10. Bookkpr ________
11. Blvd ________
12. Bros ________
13. Bldg ________
14. Capt ________
15. Res ________
16. COD ________
17. Xmas ________
18. Co ________
19. Condo ________
20. Constr ________
21. Corp ________
22. CWPM ________
23. Cty ________
24. Ct ________
25. Cu Ft ________
26. Rd ________
27. Sec'y ________
28. S ________
29. Demo ________
30. Dept ________
31. Distr ________
32. Dist ________
33. PhD ________
34. Dbl ________
35. Dz ________
36. Dr ________
37. Ea ________
38. E ________
39. Equipt ________
40. Estab ________
41. Etc ________
42. Est ________
43. Exp ________
44. F O B ________
45. SE ________
46. Govt ________
47. Grad ________
48. Guar ________
49. Hwy ________
50. Hrs ________
51. Inc ________
52. Invest ________
53. SW ________
54. Jr ________
55. Ln ________
56. Mgr ________
57. Mgt ________
58. Mfg ________
59. MBA ________
60. Mdse ________
61. Mech ________
62. Min ________
63. Misc ________
64. Nat'l ________
65. N ________
66. NE ________

COMPETENCY

Identify the section of the newspaper to find current job openings.

WORKSHEET 1 continued

67. NW ____________
68. No ____________
69. Pkg ____________
70. Pd ____________
71. Ph ____________
72. Pl ____________
73. PO ____________
74. Pres ____________
75. Reg ____________
76. Steno ____________
77. Super ____________
78. St ____________
79. Tech ____________
80. Phone ____________
81. U ____________
82. Wk ____________
83. W ____________
84. Whlse ____________
85. WPM ____________
86. Yr ____________

COMPETENCY

Identify the section of the newspaper to find current job openings.

WORKSHEET 1 continued

Answers

1. Adv--Advertising
2. Repo--Repossession
3. Aprox--Approximately
4. Asso--Associates or Association
5. Asst--Assistant
6. Auto--Automatic
7. Rep--Representative
8. Ave--Avenue
9. BBQ--Barbecue
10. Bookkpr--Bookkeeper
11. Blvd--Boulevard
12. Bros--Boulevard
13. Bldg--Building
14. Capt--Captain
15. Res--Residence
16. COD--Cash on Delivery
17. Xmas--Christmas
18. Co--Company
19. Condo--Condominium
20. Constr--Construction
21. Corp--Corporation
22. CWPM--Correct Words Per Minute
23. Cty--County
24. Ct--Court
25. Cu Ft--Cubic Feet
26. Rd--Road
27. Sec'y--Secretary
28. S--South
29. Demo--Demonstrator
30. Dept--Department
31. Dist--Distributor
32. Dist-District
33. PhD--Doctor
34. Dbl--Double
35. Dz--Dozen
36. Dr--Drive
37. Ea--Each
38. E--East
39. Equip--Equipment
40. Estab--Established
41. Etc--Et Cetera
42. Est--Estimate
43. Exp--Experience
44. FOB--Free on Board
45. SE--South East
46. Govt--Government
47. Grad--Graduate
48. Guar--Guranteed
49. Hwy--Highway
50. Hrs--Hours
51. Inc--Incorporated
52. Invest--Investment
53. SW--Southwest
54. Jr--Junior
55. Ln--Lane
56. Mgr--Manager
57. Mgt--Management
58. Mfg--Manufacturer
59. MBA--Master of Business Administration
60. Mdse--Merchandise
61. Mech--Mechanical
62. Min--Minutes
63. Misc.--Misscellaneous

COMPETENCY

Identify the section of the newspaper to find current job openings.

WORKSHEET 1 continued

65. N--Nort
64. Nat'l--National
65. N--North
66. NE--Northeast
67. NW--Northwest
68. No--Number
69. Pkg--Package
70. Pd--Paid
71. Ph--Phone
72. Pl--Place
73. PO--Post Office
74. Pres--President
75. Reg--Registered
76. Steno--Stenographer
77. Super--Superintendent
78. St--Street
79. Tech--Technician
80. Phone--Telephone
81. U--University
82. Wk--Week
83. W--West
84. Whlse--Wholesale
85. WPM--Words Per Minute
86. Yr--Year

COMPETENCY

Identify the section of the newspaper to find current job openings.

WORKSHEET 2

READING WANT ADS IN THE PAPER

1. Have you ever wondered how you would go about applying for a job? What would be the first thing you would do?

   Maybe the following activities will help you decide.

2. Using the classified section of the newspaper, look through the want ads for a few minutes and decide which job you would like to apply for if you were looking for a job.

   Cut out the ad and tape it in the space below.

3. Look at the ad you have just taped to your paper. Answer the following questions about the advertisements:

   1. What type of job is advertised?
   2. What company or person is advertising the job?
   3. Is the salary mentioned? If so, what is it?
   4. Are any benefits mentioned? If so, what are they?
   5. Is any experience required for this job?

4. Turn in your completed sheet to your teacher.

JOB INTERVIEW AND PLACEMENT SKILLS

Identify the parts of a personal resume.

Identify a cover letter to accompany the resume.

Identify the procedure for filling out an application form.

Identify how to arrange for an interview.

Identify correct job interview techniques

UNIT

JOB INTERVIEW AND PLACEMENT SKILLS

COMPETENCY

Identify the parts of a personal resume.

PERFORMANCE OBJECTIVE

Given a sample resume and a blank resume form, the student will be able to complete a personal resume with 100% accuracy.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **Job Seeking-How and Where?**, 1981.
2. Kimeldorf. **Pathways To Work**, 1989.
3. Zedlitz. **Getting A Job**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Explain that a resume is a summary of facts about the student relevant to the job he/she is seeking.
2. Explain personal history required by the employer. Application forms are straightforward with little space to stress achievements.
3. Explain that all jobs will not require a resume. Some food service or factory jobs are no-resume jobs and often carry less responsibility than other positions for which you may need a resume.
4. Distribute samples of completed resumes for the students to observe. These can be distributed or made into transparency masters.
5. Explain each part of the resume (using the samples) and each student will complete a blank resume form. Student will first complete the draft copy and transfer to the final copy.

EVALUATION

Questions

1. Which of the following is not a characteristic of a good resume?
    a. neatness
    b. completeness
    c. clarity/conciseness
    d. wordiness

2. What three items are included in the introductory information section of a resume?
    a. name, address, and telephone number
    b. social security number, height, and weight
    c. height, weight, and age
    d. marital status, name, and address

COMPETENCY

Identify the parts of a personal resume.

Answers

1. d.
2. a.

COMPETENCY

Identify the parts of a personal resume.

INFORMATION SHEET 1

Today's job market is very competitive and for this reason you will have to give resume preparation a lot of thought. Many positions will require a resume from you. You need to think about how to persuade a potential employer that you are better qualified than other applicants. Essentially, your resume is a sales presentation which describes the talents, skills, and experience you have to offer your prospective employer.

Another way to explain a resume is that it is a personal data sheet: a short summary of important facts about you. Of course, these facts help an employer decide whether or not to hire you. If you are really serious about seeking employment, your resume will need to be well thought-out, current, and well prepared.

A resume's most important advantage is that it gives you a chance for a personal interview with the employer. After the interview is over, the resume stays with the employer as a reminder of your visit.

You profit from a resume just as the employer does. Here is a list of advantages a resume offers you.

1. A resume saves you time by eliminating purposeless interviews with employers who may not be looking for someone with your specific qualifications.
2. Your resume prepares you for the job interview by forcing you to express yourself in an organized manner. You will be apt to feel more confident in an interview with all the facts and dates in front of you. You will discuss your qualifications with the employer without fumbling for exact information.
3. Having your resume on hand will help you complete a job application quickly and accurately.
4. If you do not get an interview, your resume may be put on file with your employment application. Often this extra fact sheet will help you get an interview at a later date.
5. A resume may be mailed to out-of-town employers and more local employers than you could visit. This strategy saves time and money.

Before beginning your resume, ask yourself what you would want to know about an applicant if you were doing the hiring.

The first impression that you make is the most critical ! ! ! Keep your resume neat, complete, clear, and concise. If your resume makes a bad impression on the employer, you probably will never make it to the interview stage. Let's look at the different parts of a resume.

The resume begins with introductory information. The word RESUME in all capital letters should be at the top of the page. Your name, address, and telephone number should follow. Identify yourself by the name you normally use in your business and personal life. Stay away from nicknames and spell out your first name.

COMPETENCY

Identify the parts of a personal resume.

INFORMATION SHEET 1 continued

Type your address with your complete house number and street or route and box number, wherever applicable. Spell out your city and either spell out your state or be sure it is correctly abbreviated. Do not forget to include your zip code. Also, include your area code with your telephone number.

COMPETENCY

Identify the parts of a personal resume.

INFORMATION SHEET 2

The next part of the basic resume is the personal information section. However, it is optional according to recent federal regulations. Regardless, many employers will appreciate this kind of information about you. Some jobs may have prerequisites in this area, so you may want to list some personal information. (For example, airplane flight attendants cannot exceed a certain height, and in the trucking industry, loading dock workers must meet height and weight specifications.)

Helpful personal information includes:

1. Social security number
2. Height
3. Weight
4. Day, month, and year of your birth
5. Age
6. Marital status

The job objective section of the resume should be specific enough so that the person reading your resume can tell the type of job you desire. If you do not have a specific position in mind, make the job objective comprehensive so that it will cover several areas. Beginning resume writers sometimes make their job objectives too long, too wordy, or too general. Remember, the resume is a reflection of your personality and you will choose whether or not to include this section.

The education part of your resume is very important. You should list all the schools you have attended, placing the last one first. List the dates of attendance at each school and indicate whether you graduated and/or received a diploma, a certificate, or a high school equivalency diploma (GED).

If you have attended many schools, it is best to write a summary statement. For example, "Attended six different elementary and junior high schools in the Columbia, South Carolina, area." You may give information on the high school that you attended or are still attending. State when you plan to graduate if you have not done so.

Be sure to include any vocational training, as this indicates additional occupational training. Include a list of any course(s) that would qualify you for the position.

Employers are also interested in your honors and activities, especially if they relate to your job objective. Sometimes this section can substitute for actual work experience. Your participation in sports, music, or other activities in school should also be listed, along with any special honors you may have received. Serving as an officer in a club or making the honor roll shows that you will accept responsibility. These special achievements will also show the employer that you can work well with others.

The next section deals with your work experience. The most recently held job should be listed first. For all jobs listed, include dates of employment, name of company, city and state, position held, and responsibilities. This section should include all paid and nonpaid work experiences. That would include any babysitting or mowing lawns that you may have done. It shows initiative and ambition, as well as a willingness to accept responsibility.

The skills section of the resume reflects the mastery of something. Skills that you have obtained in school or elsewhere are important for getting the job you want. Your skills will be examined by a prospective employer to determine where you are best suited within the company. Include any machine that you are skilled at operating if that skill is needed for the job in question. Some examples of skills are bookkeeping; office machine operator; woodworking; welding; cooking; auto repair; typing; shorthand; operation of cash register, adding machine, and grill; operation of farm equipment; electronic wiring; fork lift operator; and arts and crafts talent.

On a resume, a reference is someone who knows you well, but is not related to you. Some employers will contact your reference to see how that person feels about you. Be prepared to list several good references, such as a teacher that knows you well; a friend that is well established in business; guidance counselors; a priest, minister, or rabbi; friends or neighbors of your parents; or other individuals in your community who know your ability to perform on a job. A relative should not be used as a reference since objectivity would surely be questioned by a prospective employer. Try to refrain from using teenage friends, as they are not considered good references. (Remember, those of you that are enrolled in vocational courses have the same instructor for several years. That instructor could provide you with an excellent reference resource. Utilize your resources to your advantage.)

You should have at least three people for references. Make sure that you get permission from these people before using them as references. In this way you are assured that they will be prepared to give the employer information that will represent you favorably. When listing your references, be sure to include the name and title, company name in full, and company's street address, state, zip code, and phone number. Do your homework in advance and it will pay off in the long run.

After all the information is compiled on a practice copy, type a neat, error-free final copy on a good grade of white bond paper (standard size). If possible, your resume should be confined to one side of a single sheet of paper.

If mailing your resume, be sure to include a cover letter, addressed personally to the employer. Although every cover letter should be individually typed, it is permissible for the resume to be duplicated as long as the quality of the reproduction equals that of the original.

WHAT TO PUT IN YOUR

Resumè

1. YOUR FULL NAME (NO NICKNAME).
2. YOUR COMPLETE MAILING ADDRESS.
3. YOUR SOCIAL SECURITY NUMBER.
4. YOUR TELEPHONE NUMBER.
5. THE SCHOOLS YOU ATTENDED AND WHEN.
6. YOUR WORK EXPERIENCE.
7. REFERENCES--SOMEONE WHO WILL SAY ONLY GOOD OF YOU. (GET PERMISSION.)
8. LIST YOUR HOBBIES OR OTHER OUTSIDE INTERESTS.

GO IN ALONE

DON'T BE NERVOUS

ASK QUESTIONS ABOUT THE JOB

USE STANDARD ENGLISH

BE HONEST

THANK THE INTERVIEWER

KEEP BOTH FEET ON THE FLOOR

MAINTAIN YOUR DIGNITY

LOOK NEAT

SIT UP STRAIGHT

BE POLITE

GIVE GOOD EYE CONTACT

KNOW SOMETHING ABOUT THE COMPANY

DON'T SLOUCH

BE ON TIME

DON'T BITE YOUR NAILS

TRANSPARENCY

COMPETENCY

Identify the parts of a personal resume.

WORKSHEET

Complete the following items.

1. Analyze your strengths and weaknesses and write a career objective with them below.
2. Look through the classified section of the newspaper and find an ad describing a position in which you are interested. Clip the ad out of the paper.
3. On separate paper, prepare a resume that you could use to apply for the job described in the ad. Make the resume factual.

Outline of strengths and weaknesses.

	STRENGTHS		WEAKNESSES
1.	______________________	1.	______________________
2.	______________________	2.	______________________
3.	______________________	3.	______________________

Career objective:

____

____

____

UNIT

JOB INTERVIEW AND PLACEMENT SKILLS

COMPETENCY

Identify a cover letter to accompany the resume.

PERFORMANCE OBJECTIVE

After selecting a job, the student will be able to write a cover letter to accompany the resume. The cover letter must be free of grammatical errors.

INSTRUCTIONAL RESOURCES

1. North Carolina Department of Public Instruction. **Fashion Merchandising Curriculum Guide**, 1986.
2. South Carolina Department of Education. **Job Seeking-How and Where?**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Explain the purpose of the cover letter (letter of application) and give details concerning the sections of a cover letter. The instructor will distribute sample cover letters to the student.
2. Assign the student to choose a job that he/she is interested in.
3. Assign the student to prepare a cover letter to accompany the resume. The student must include the three main elements within the body of the cover letter.
4. Evaluate and critique the cover letters.
5. Assign the student to make any necessary corrections and type the letter for future reference.

EVALUATION

Questions

1. What follows the heading and inside address on a cover letter?
    a. body
    b. salutation
    c. complimentary close
    d. signature

2. To ensure accuracy, what should be done several times before ever mailing the cover letter?
    a. typing
    b. reading
    c. proofreading
    d. writing

COMPETENCY

Identify a cover letter to accompany the resume.

Answers

1. b.
2. c.

COMPETENCY

Identify a cover letter to accompany the resume.

INFORMATION SHEET 1

By now you should be ready to contact potential employers. In some situations, you may need to write a cover letter to the company before going in person to complete a job application. The cover letter (or letter of application) consists of a few simple paragraphs that identify the job being applied for, your qualifications, and your request for an interview. Usually, the cover letter will be the first contact that you will have with a prospective employer. DO NOT FORGET HOW IMPORTANT THAT FIRST IMPRESSION IS GOING TO BE!

A cover letter must be written if the company is in another city located a great distance from where you live, you are responding to a want ad in a newspaper or magazine, or the company requests a cover letter.

When writing cover letters, follow these basic rules.

1. Keep the letter short, clear, and businesslike. Proofread carefully for content and then select someone else to proofread the letter for correct spelling, punctuation, and grammar. You may select a teacher or parent to proofread the cover letter.

2. Type the final copy neatly on good bond paper (81/2 x 11"). If your typing skills are not good, have a trained person type it for you. There should be no smudges or poorly erased corrections. KEEP IN MIND THE LASTING VALUE OF THAT FIRST IMPRESSION.

3. Enclose a copy of your resume with your cover letter.

4. Address your letter to a specific person, if possible. You may use the city directory to find such a name, call the company and request the name of the personnel director, or maybe you have other sources that could be utilized.

5. The first paragraph of the cover letter should identify your source of information for the job vacancy. It should also state your purpose or reason for writing the letter.

6. Use the second and/or third paragraph of the letter to tell why you are applying for the specific position and to state the qualifications which make you suitable for the job. Do not brag, but be sure to state those things which qualify you for the position.

7. The final paragraph (whether it's the 3rd or 4th) should be brief and detail how the reader will contact you This is the "action part" of the letter so do request an interview. A statement that thanks the prospective employer for considering your cover letter should be included.

COMPETENCY

Identify a cover letter to accompany the resume.

INFORMATION SHEET 1 continued

Do not be discouraged if you do not receive a response or a reply. You need to remember that you did write a good letter describing your qualifications for the job. This cover letter (with your resume) may be filed to be considered later for a different position.

COMPETENCY

Identify a cover letter to accompany the resume.

INFORMATION SHEET 2

When typing cover letters, follow these basic rules:

1. First, place your address and today's date in the upper right-hand corner. This is known as the heading. Place it 12 lines from the top of the page.
2. Then, place the company's name to whom you are writing on the left-hand side, 4 lines down from your date. This is known as the inside address.
3. Go down 3 lines and place the salutation. A salutation is a way of starting your message by indirectly saying "hello." (Example: Dear Sir or Madam:) If the person's name is known, always use the name in the salutation.
4. The body of the cover letter starts 2 lines down from the salutation. The body of the letter is your message. Start a new paragraph every time you have a new idea.
    a. The first paragraph should include your source of information for the job vacancy and the purpose or reason for writing the letter.
    b. The second and/or third paragraph should include why you are applying for the specific job and what qualifications make you suitable for the position.
    c. The last paragraph should include your offering yourself for an interview and a statement of thanks for considering your cover letter.
5. The close should bring the cover letter to an end. This is known as the complimentary close. Place this on the right, 2 lines below the body of the letter. "Yours truly" can be used for most business letters.
6. Four lines below the complimentary close, place your signature. Use your full name, and some recommend that you not use Mr., Mrs., Ms., or Miss. This will depend on your individual teacher's preference.

Now you are ready to begin composing your letter of application (cover letter). Start with a rough draft--then have your teacher proofread the letter. Following the proofreading process, you are ready to begin the final copy.

After you have completed the final copy, once again have your teacher check for errors. DON'T EVER UNDERESTIMATE THE POWER OF PROOFREADING. THE MORE THIS IS DONE, THE BETTER YOUR COVER LETTER WILL BE.

COMPETENCY

Identify a cover letter to accompany the resume.

WORKSHEET

Using the classified ad and resume from the previous competency, complete the following. After completing the outline before, write a letter of application to send with the resume. Make up an appropriate name, title, and address if that information is not provided in the ad. Use an appropriate letter style of your choice.

Outline for letter of application

1. Full name and address:

____
____
____
____

2. Main points for body of letter:

a. ____________________________________
b. ____________________________________
c. ____________________________________

UNIT

JOB INTERVIEW AND PLACEMENT SKILLS

COMPETENCY

Identify the procedure for filling out an application form.

PERFORMANCE OBJECTIVE

Following an introduction on application forms, the student will be able to correctly complete a job application form for employment.

INSTRUCTIONAL RESOURCE

South Carolina Department of Education. **Job Keeping Skills**, 1985.

INSTRUCTIONAL ACTIVITIES

1. Give a brief discussion on resumes and job application forms (included as first section of Information Sheet 1).
2. Assign student to use Information Sheet 2 when completing an application.
3. Show student three applications. The first should be correct, the second should have some mistakes, and the third should have many mistakes. Allow time for student to locate errors.

EVALUATION

Questions

1. N/A is a symbol that is sometimes used when completing application forms. What does it mean?
    a. non applied
    b. non application
    c. not applicable
    d. not to be filled out by applicant

2 The main reason that a job application is important is that it is often used to
    a. determine who will or will not be called for a personal job interview.
    b. determine if you are qualified for the job or not.
    c. determine if your resume information is accurate.
    d. determine if you can read and write.

Answers

1. c.
2. a.

COMPETENCY

Identify the procedure for filling out an application form.

INFORMATION SHEET 1

RESUME AND JOB APPLICATION: A DISCUSSION

Explain to the students that a resume is a summary of facts that are important for the job they are seeking. Use the teacher resource page to reinforce this premise (this is a teacher resource page found with the information on a personal resume, preceding this lesson).

Job applications are statements of personal history that the employer requires. Application forms are straightforward with little space to stress achievements.

Not all jobs require resumes. Usually, no-resume jobs such as some food service or factory jobs carry less responsibility than do positions for which you need a resume.

Many positions require both a resume and a job application form.

1. In some cases, if your resume looks good, you will be invited to fill out an application form.
2. In other cases, the employer will not even look at your resume until you have completed the routine of filling out an application form. WHY?
3. Employers may assume your resume highlights only your strengths. The job application form will give a more accurate picture of the facts.
4. Employers consider a job application form to be an official record and it goes into your personnel file if you are hired.

If the employer permits, you may be able to attach your resume to the blank application form before you are granted a job interview. ALWAYS ASK FIRST. Otherwise, you may be perceived as person that takes the easy way out and is unwilling to do a complete, careful job. This, of course, would have a negative impact.

JOB APPLICATION-GENERAL INFORMATION

Why is a job application form important? The main reason is that it is often used to determine who will and who will not be called for a personal job interview.

The employment application gives the employer facts about you which can be kept on file. Consider your application with these thoughts in mind.

> Your application form is a mirror of you. If it is sloppy or filled with errors, what does it reflect about you? What you say, how you say it, and how you put the facts down will usually tell the employer a great deal about you.

COMPETENCY

Identify the procedure for filling out an application form.

INFORMATION SHEET 1 continued

Besides being neat, careful attention to filling in all the blanks on a job application is most important! Ask the meaning of a question if you are in doubt. Do not feel ignorant if you have to ask a question! In fact, asking shows that you care, want to make a good impression, and want to learn.

COMPETENCY

Identify the procedure for filling out an application form.

INFORMATION SHEET 2

HINTS FOR COMPLETING APPLICATIONS

1. Read directions at least twice before writing anything on the form. Follow directions exactly. Careful attention will show the employer that you can follow directions.

2. Use a pen (unless otherwise instructed). Bring a fine to medium point black ball point pen with you and print clearly and neatly. Think your answers through before you start to write.

3. Answer all questions honestly and completely. Being truthful does not mean that you cannot be positive. Within the limits of honesty, always play up your strengths. For instance, if you did not graduate, add that you are continuing your studies at night if this information is true.

   At the bottom of most applications you are asked to sign your name. This signature certifies that the information is honest. Often a warning is given that false information can result in your being fired. Believe the warning!

4. Print "N/A" (not applicable) after questions that do not pertain to your situation. Do not leave an area blank.

5. Print your name. This form may request that you write your last name first, like this: "Brown, Joe A." Do not forget the comma after your last name. You should print the entire form.

6. Be sure to give your complete address, including zip code. Make it easy for an employer to get in touch with you. You cannot get hired if the employer can't contact you.

   Give a telephone number where you can be reached and the hours when you will be there or when a message can be left. If necessary, give a second, "back-up" number where a friend will take messages.

7. List part-time and summer jobs under "Work Experience" unless otherwise stated on the form. You are usually asked to list the most recent job first, then go backward. Have your completed work experience form with you so that you can give accurate information.

8. If you know what the job pays and it seems suitable, write the known figure in the space for desired salary. If you do not know the figure or if you think it is too low, write "open for discussion" or "prevailing wage" or "will negotiate." This tactic makes you appear eager to work, a trait that employers prize.

9. When listing reasons for leaving previous jobs, give only positive ones. For new graduates, the answer to a request for this information is a simple phrase such as "summer job" or "part-time student job."

INFORMATION SHEET 2 continued

HINTS FOR COMPLETING APPLICATIONS

As you gain experience, say things like "opportunity for advancement." Avoid negative phrases such as "poor working conditions" or "unreasonable boss." Attempt to present the image of a normally ambitious and interested person. No one wants to hire someone with an unpleasant, negative attitude.

10. Personal references are important, so be sure to have at least three. The same references listed in your resume will be excellent.

11. If you asked for a signature, WRITE (in cursive)--do not print--your name.

12. If you have a police record and you will not be interviewed at this time, answer honestly. You could also request that this matter be discussed in the privacy of an interview.

13. In the space for additional comments, you will have the opportunity to make a personal impression. Applicants should already have considered such ideas as what your objective is in working for this company, your life goals, what you think of the company, why you picked this company, etc.

In conclusion, the following hints will assist you in correctly completing any job application form.

1. After you fill in all the blanks of the application form, review your work.
2. Is your printing readable?
3. Did you spell all words correctly?
4. Does your application look neat?

Employers pick up hidden signals from your job application. If you appear capable of completing the application form, the employer is more likely to think you will come to work prepared. Because an employer wants to know as much about you as possible before spending money on training, every little clue counts!

the APPLICATION FORM

1. FILL OUT IN BLACK OR BLUE INK OR TYPE.
2. ANSWER EVERY QUESTION APPLYING TO YOU.
3. IF QUESTION DOES NOT APPLY, WRITE N/A.
4. WRITE COMPLETE ADDRESS INCLUDING ZIP CODE.
5. SPELL CORRECTLY.
6. USE SPECIFIC JOB CHOICES--NOT "ANYTHING."
7. LIST ALL SCHOOLS AND DATES OF ATTENDANCE.
8. LIST ALL JOB EXPERIENCES.
9. LIST GOOD REFERENCES--GET PERMISSION.
10. USE STANDARD ENGLISH WHEN ANSWERING ALL QUESTIONS.
11. SIGN NAME USING FULL CORRECT NAME.
12. BE NEAT.
13. HAVE SOCIAL SECURITY CARD WITH YOU.
14. ASK HOW LONG THE APPLICATION FORM REMAINS ACTIVE.
15. USE AREA CODE WITH PHONE NUMBER.

THIS MAY BE THE FIRST STEP
INTO THE REST OF YOUR LIFE--
DO IT CORRECTLY.

TRANSPARENCY

COMPETENCY

Identify the procedure for filling out an application form.

WORKSHEET

PRACTICE FORM

Complete this application to use for your future job applications.

COMPANY X

APPLICATION FOR EMPLOYMENT DATE ____________

POSITION APPLYING FOR ____________ ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) ____________

NAME: LAST FIRST MIDDLE INITIAL | SOCIAL SECURITY NUMBER | DATE OF BIRTH: MO DAY YEAR | HEIGHT ________ WEIGHT ________

ADDRESS: STREET CITY STATE ZIP CODE | BUYING ☐ LIVING WITH PARENTS ☐ RENTING ☐ LIVING WITH RELATIVES ☐ | PHONE (INCLUDE AREA CODE)

MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED | NUMBER OF CHILDREN | AGES (BY YEAR OF BIRTH)

SPOUSE'S NAME | OCCUPATION | SPOUSE'S PLACE OF EMPLOYMENT | WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE

MEANS OF TRANSPORTATION

REFERRED BY

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			☒
JR COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE | COLLEGE GRADE AVERAGE | SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES: CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE DATE LOCATION | REASON FOR LEAVING

DATE AVAILABLE FOR WORK | ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO | ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO

ARE YOU WILLING TO TRAVEL? YES ☐ NO ☐ IF YES, PLEASE SPECIFY BELOW: IN STATE ☐ OUT OF STATE ☐

HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☐ NO IF YES, EXPLAIN

PERSON TO BE CONTACTED IN CASE OF EMERGENCY

NAME

ADDRESS

CITY AND STATE

PHONE AREA CODE

UNIT

JOB INTERVIEW AND PLACEMENT SKILLS

COMPETENCY

Identify how to arrange for an interview.

PERFORMANCE OBJECTIVE

The student will be able to describe a typical procedure used by a prospective employee for arranging an interview.

INSTRUCTIONAL RESOURCES

1. North Carolina Department of Public Instruction. **Fashion Merchandising Curriculum Guide**, 1986.
2. Lynch. **Getting The Job**, 1977.
3. South Carolina Department of Education. **Job Seeking-How and Where?**, 1981.
4. ----------. **World of Work-Interviews and Working Relations**, 1984.
5. Zedlitz. **Getting A Job**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Completely review the Information Sheets with student.
2. Go over Transparencies 1-6 with student.
3. Distribute and go over worksheets.
4. Assign student to review the Interview Checklist (Instructional Activity).
5. Assign student to role play arranging for a job interview by pairing off (one student as applicant and one as employer) and practicing telephone conversations for an interview appointment.

EVALUATION

Questions

1. In order to talk to an interviewer about a job, you should
   a. write a letter of application.
   b. call the interviewer's office and make an appointment.
   c. go to the interviewer's office and make an appointment.
   d. attempt to do one or all of the above.

2. The purpose of the interview is to help the employer
   a. size you up and find out if you are the person the company needs.
   b. figure out where you would best fit in the company's operation.
   c. carry out the formalities required before someone can be hired.
   d. both a. and b.

Answers

1. d.
2. d.

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COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 1

There are many ways to arrange for a job interview. The arrangement depends upon the circumstances and the type of job that you are interested in applying for. The following are examples of arrangements for job interviews:

> Margaret decided to apply for a job at the local bakery. She stopped by the bakery to see when she could come in for an interview. The clerk told Margaret that the manager would see her in two days at 6 a.m. The clerk explained that the manager helps the employees with the baking procedures on a daily basis very early in the mornings. She then interviews applicants before going home. Margaret now knows that she will have an interview in two days at 6 a.m.
>
> Mike Lewis has decided that he would be interested in working as a short-order cook at a restaurant. He found, while looking in the classified section of the newspaper, that the local Burger King will interview persons interested in short-order cooking, waiting on tables, and general cleanup from 2 to 4 p.m. on Wednesday. Mike is aware that he must report for the job interview on Wednesday, between 2 and 4 p.m. if he expects to be a candidate for hiring. He realizes that he will have competition for the positions that may be open. Obviously, the manager prefers to interview all applicants on one afternoon a week.
>
> John Smith, the personnel manager at the ACME Manufacturing Company, prefers to schedule appointments for job interviews. Job applicants must first complete a job application form and leave it with a secretary at the company. When John has an opening for which an applicant is qualified, that person is called. John then schedules a specific day and time for the interview. Recently, Tony White received a call about an opening as a sales representative. Tony will be interviewed for the position next Friday at 10 a.m.

For some jobs, an interview will be arranged either by the employer or by the job applicant at a time both agree upon. Ordinarily, this is the best procedure for getting an interview. Usually, you can be assured that an interview will take place upon your arrival. The employer (or personnel manager or a representative for the company) expects you and has set time aside to talk with you. Therefore, it is a good idea to arrange for a specific date and time for your interview by calling or writing the company.

Some companies, however, set aside specific time periods for job interviews and will give them only during that time. For example, they prefer to interview all applicants between certain hours, such as from 9 a.m. to noon and from 2 to 4 p.m. Many of these companies will not make appointments, but instead would like for all applicants to come during the specified times. Call or write to the company to find out when you can be given an interview.

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 2

HINTS TO CONSIDER BEFORE THE INTERVIEW

1. Research the company. College placement centers, libraries, and the chambers of commerce are good sources of information. Ask yourself these questions:
    a. What does the company make or do?
    b. What is the status of the company?
    c. What are company relations with its employees?
    d. Who is in charge of hiring personnel?
2. Review your qualifications and the requirements of the job for which you are applying. Organize your thoughts in such a way that you can intelligently carry on a discussion.
3. Appearance is important. The first impression which you make may well be a lasting one! Dress appropriately; be neat and clean.
4. Know the exact time and place of the interview. Arrive at least ten minutes early.
5. Take your own pen and pencil.
6. Carry a copy of your resume with you.
7. Be prepared to furnish names and addresses of references.
8. Go alone--do not bring friends or family members!
9. Remember how important personality is.
    a. Be positive.
    b. Be honest and loyal and exhibit integrity.
    c. Be courteous.
    d. Be tactful.
    e. Be enthusiastic.
    f. Be confident--but not cocky.

THE INTERVIEW -- WHAT IS IT?

PART 1

IT IS A FACE TO FACE MEETING BETWEEN A PERSON INTERESTED IN A JOB (YOU) AND THE PERSON IN CHARGE OF HIRING FOR THAT JOB. THE PERSON IN CHARGE OF HIRING ASKS YOU QUESTIONS WHICH WILL HELP HIM OR HER "SIZE YOU UP" AND DECIDE IF YOU WOULD BE A GOOD EMPLOYEE FOR THE COMPANY AND ANSWERS YOUR QUESTIONS CONCERNING THE JOB.

TRANSPARENCY A

THE INTERVIEW -- WHAT IS IT?

PART 2

IF YOU ARE INTERESTED IN A JOB THE INTERVIEW GIVES YOU A CHANCE TO "SELL YOURSELF" TO THE PERSON IN CHARGE OF HIRING AND A CHANCE TO LEARN MORE ABOUT THE JOB SO YOU CAN DECIDE WHETHER OR NOT TO TAKE THE JOB IF IT IS OFFERED TO YOU.

TRANSPARENCY B

HOW TO GET IN
TO TALK TO THE INTERVIEWER
ABOUT A JOB

1. WRITE A LETTER OF APPLICATION

OR

2. CALL THE INTERVIEWER'S OFFICE AND MAKE AN APPOINTMENT TO SEE THE INTERVIEWER

OR

3. GO TO THE INTERVIEWER'S OFFICE AND MAKE AN APPOINTMENT TO SEE THE INTERVIEWER

TRANSPARENCY C

WHEN TELEPHONING TO ARRANGE FOR AN INTERVIEW

- SPEAK PLAINLY AND DISTINCTLY.
- STATE YOUR NAME CLEARLY.
- EXPLAIN THAT YOU ARE INTERESTED IN APPLYING FOR A JOB AND WOULD LIKE TO MAKE AN APPOINTMENT TO TALK WITH THE PERSON IN CHARGE OF HIRING.
- WRITE DOWN THE NAME OF THE PERSON TO INTERVIEW YOU AND THE TIME AND PLACE FOR THE INTERVIEW.
- AS SOON AS THE APPOINTMENT IS SCHEDULED, THANK THE PERSON MAKING THE APPOINTMENT.

TRANSPARENCY D

PURPOSE OF THE INTERVIEW

HELPS THE INTERVIEWER

1. SIZE YOU UP AND FIND OUT IF YOU ARE THE PERSON THE COMPANY WISHES TO HIRE.
2. FIGURE OUT WHERE YOU WOULD BEST FIT IN THE COMPANY'S OPERATION.

TRANSPARENCY E

DESIRABLE TRAITS FOR EMPLOYEES

ENTHUSIASM

DEPENDABILITY

SENSE OF HUMOR

TACT AND COURTESY

FRIENDLINESS

SENSE OF FAIR PLAY

HONESTY

INITIATIVE

LOYALTY

INDUSTRY AND AMBITION

CHEERFULNESS

COOPERATIVE ATTITUDE

TRANSPARENCY F

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 3

ARRANGING FOR AN INTERVIEW

Generally there are three ways that you arrange for an interview.

By telphone
By personal visit
By letter

If you arrange for an interview by telephone:

1. Make your call businesslike and courteous.
2. Speak distinctly and with confidence.
3. Give your name clearly.
4. Know the name of the person who is to interview you and how to pronounce it correctly, if possible.
5. Make a written note of time, place, and name of the person to whom you are to report.
6. As soon as your appointment is made, thank the person and bring your conversation to a close.

If you arrange for an interview in person:

1. Dress in businesslike attire.
2. Make certain you are in the right place.
3. Approach the person with confidence and sincerity.
4. Introduce yourself and state briefly that you would like to set up an appointment for a job interview.
5. Make a written note of time, place, and name of the person to whom you are to report.
6. As soon as your appointment is made, thank the person and bring your conversation to a close.

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 3 continued

ARRANGING FOR AN INTERVIEW

If you arrange for an interview by letter:

1. Have it well prepared and properly written.
2. Type the letter unless a handwritten letter is requested.
3. Use short, concise sentences with letter not being more than one page in length.

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 4

THE INTERVIEW

"Most employers hire people because they like them." Discuss with the class or another class member why you agree or disagree with this statement. If the opening statement is true, and most people agree that it is, then the job interview is the most vital step in your search for a job. Be certain that you recognize the importance of the interview.

Remember that first impressions are lasting impressions to an interviewer. But equally important is the way you conduct yourself during the interview -- how you speak, what you say, your posture, and the confidence you display. Each of these items has a bearing on the interviewer's evaluation of you as a prospective employee. Be confident, alert, and enthusiastic throughout the interview.

Your interviewer understands that it is normal to be nervous and will make allowances. Show that you have faith in your ability and that you consider yourself worth hiring. If you don't believe this, there is no reason that the interviewer should believe it. Don't beg for a job, but sell your services. Be friendly, relax, and be natural.

GUIDELINES TO FOLLOW WHEN GOING FOR AN INTERVIEW

1. Appearance is important. Be neat and clean and wear conservative dress.
2. Be on time! Plan to be there 5 to 10 minutes early.
3. Remember the receptionist judges you too.
    a. Sit properly.
    b. Be polite, introduce yourself, and state why you are there and who you are to see.
    c. Don't fidget while waiting.
4. Never go with anyone -- not your best buddy, not your boyfriend or girlfriend, and not, under any circumstances, your mother or father. Getting a job is your business and yours alone.
5. Look directly at the interviewer when introducing yourself. Be ready to shake hands, but do not offer your hand first.
6. Know the interviewer's name before you go in to the interview.
7. Remain standing until you are offered a seat.
8. Use good posture. Don't slouch, slump, wind legs around the chair, etc. Hold your hands in your lap and keep them as still as possible.
9. Use good eye contact. Don't look at the floor, your hands, or the ceiling. (Have someone talk to you while he/she looks at these areas and see how it makes you feel.)
10. Show self-confidence (without arrogance). Never underrate yourself.
11. Be a good listener and talker, but let the interviewer take the lead.
12. Sell yourself. Your answers should be businesslike and concise. You should not be overly aggressive, but in the course of the interview, you should stress your qualifications. You must believe that you can and will be an asset to the company. How do you do this?

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 4

THE INTERVIEW continued

13. Be enthusiastic! Act like you want the job.
14. Be interested in advancement. Let the interviewer know that you want to work up in your job. Have career goals.
15. Tell the truth, even if it may hurt you. Most employers are more willing to take a chance on someone who has made a mistake than someone who lies.
16. Be prepared to answer questions.
17. Be prepared to ask questions.
18. Emphasize past experience if you have any.
19. Don't criticize other employers, chew gum, smoke, apply for "any job open," mention personal problems, or use slang.
20. Recognize when the interview is over.
21. Thank the interviewer for his/her time and the opportunity to discuss the job.

Do not be discouraged if the job is not offered immediately. Frequently an employer needs time to consider an applicant's qualifications or the employer may want to interview other applicants.

It is always a good idea to follow up the interview with a thank-you note. This serves the purpose of showing your consideration for the interviewer's time and it keeps your name actively before the interviewer. If you have not heard from the interview in about a week, you may call to check on the status of your application. This lets the interviewer know that you are really interested in the job.

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 5

There are many questions that are typically asked during an interview. This handout will address 14 questions that are frequently asked. Read the questions and their answers, and using your own words, write your answers on the worksheet provided. This should help your confidence when we begin the actual interview process in the next section. BE SURE TO READ EVERYTHING BEFORE BEGINNING THE WORKSHEET! ! !

1. In what type of position are you most interested?

   Tell what your skills are, and in general, the type of job that uses these skills.

   For example: "I am good at typing, filing, letter writing, and jobs related to general office work."
   "I am good at radiator repair, tire rotation, carburetor repair, and jobs related to automobile maintenance."

   Express only current interest--not what you are interested in for the future.

2. What jobs have you had? How did you obtain them? Why did you leave your last job?

   Your response to this question might be: "I have worked as repair person for the Smith Corporation; a friend helped me obtain the job."

   Be honest, but positive, about why you left your past jobs. You might say:
   "I left my last job(s) for a more responsible position."
   -or-
   "I left my last job(s) for greater challenges."

   Sometimes your reference will show you were fired. In interviews for other jobs you should say that you discussed the problem with your past employer and have corrected it. If this happens, be very sincere and tell the interviewer that you have learned a great lesson in getting fired, and you feel it will make you an even better employee. Most employers will be willing to give you a chance if you are trying to improve. Always be honest. You will lose any job you might have had if it is discovered that you were not truthful during the interview.

3. What pay do you expect?

   It is best to know the company pay range for your particular position before your interview. If you do not know this range when the question is asked, you should ask what the company pay scale is for the position you want. Then say whether or not you would accept a wage within this range. Another response to this pay question might be that you are open to suggestions or negotiation.

INFORMATION SHEET 5 continued

4. Why do you want to work for our company?

   Always obtain information about the company from the chamber of commerce, business section of your library, company annual report, a stockbroker's office, periodical guide (magazine articles) or other company literature before your interview. Feel free to write a company for information. Your efforts will allow you to sound interested and informed about this company. Your investigation will help you answer the following questions you might have concerning the company.

   a. What does this company do?
   b. Who are the company's competitors?
   c. What kinds of jobs does this company have?
   d. How old is this company?
   e. Where are its plants located?
   f. What is the yearly sales growth?
   g. How do prospects look for the future?
   h. What are the company's products?

   Knowing this information will allow you to feel confident and talk positively about any company. (Example: "Mr. Smith, I have reviewed your company's products and sincerely believe that you manufacture the best copying machines available. My goal is to work for a company such as yours, that sells quality products.")

   You may also say that friends or people you know who work for the company have commented to you on its good reputation. Be sure, though, that you have actually spoken with persons who know the company.

5. How long did you expect to work?

   A safe answer might be, "If hired, I see no reason to leave." No company wishes to train a person and see that person leave. Try not to fix any leaving date to your answer.

6. Do you have references?

   Your ability to get references and the type of references you select say a great deal about your qualities. A reference or recommendation is generally a written, positive series of statements about your character, attitude, skills, and abilities. References may also be a well-prepared list of individuals who will speak well of you and your work. Present your reference list when this question is asked.

INFORMATION SHEET 5 continued

7. Are you willing to relocate? Are you willing to travel?

   The employer will appreciate your having thought seriously about a job. Many companies have jobs that could require relocation or travel. They also may have jobs that are permanently based in an area with no travel. Know what your limitations are so the employer can see how you fit into the company programs.

8. Are you looking for a permanent or temporary job? Do you want full-time or part-time work?

   There are jobs designed for work that are

   permanent full-time,
   permanent part-time,
   temporary full-time, and
   temporary part-time.

   A temporary part-time job may involve only a few hours of work a week or may last a month during a special season, whereas a temporary full-time job would involve daily work for a week, month, or 6 months.

   Permanent part-time would be less than 40 hours per week, with a year or more of employment service. Permanent full-time would be a regular 8 hours daily job with vacation and holidays.

   Remember, you will gain experience with a temporary or permanent part-time job that might lead to a permanent full-time job. Employers are more inclined to hire experienced help from inside the company for full-time permanent work than hire someone from the outside.

9. Tell me something about yourself? Why do you think we should hire you for this job?

   Keep your answers on a business level. Tell about your educational background and work experience. Discuss what skills, interests, and attitudes you have that would make you the best choice for the job.

   You might say something like "I can bring to the job you are offering:

   -------excellent grades in accounting skills."
   -------accurate typing skills at 60 words per minute."
   -------accurate ten-key operation skills."
   -------excellent human relations skills."

COMPETENCY

Identify how to arrange for an interview.

INFORMATION SHEET 5 continued

10. Have you had any serious illness or injury?

    This is easy if there is no problem. If in the past you have had a medical problem or injury, be prepared to show a clearance slip from your physician. The clearance slip should state that you are able to do the job.

11. What are your weaknesses and what are your strengths?

    Always mention your strengths first. This shows confidence and a positive attitude. Your list of strengths should also be longer than the weaknesses. Modesty does not usually get the job.

    Possible strengths might be

    "I work well with other people" or
    "I work well under pressure."

    Sometimes one of your weaknesses can be turned into a possible strength. For instance:

    "I am a perfectionist. I cannot feel comfortable handing over a job that is less than the best I can do, even if it means working on it on my own time."

12. Do you have any questions about the company or job?

    Good questions will impress an employer. Asking well thought-out questions shows your interest and enthusiasm for the company. Obtain information about the company from business reports, chamber of commerce reports, stock brokerage firms and other company sources. Ask such questions as:

    "What is your yearly sales growth?"
    "How do prospects look for the future?"
    "What are some of the company's new product lines?"
    "Where are your plants and offices located?"

13. How do you feel about working with a younger or older supervisor?

    Say that age does not matter in a supervisor; a supervisor is there to help you do your best job for the company.

14. Have you ever had your driver's license revoked?

INFORMATION SHEET 5 continued

While you may not need to drive on the job, the question is asked to find out problems that a cancelled license might indicate, such as a bad driving record, arrests for drunk driving, or medical problems (eyesight or disabilities). Admit it if you have learned from your mistake(s). A doctor's clearance slip may be necessary to show that your eyesight or disability has been corrected.

YOU ARE NOW READY TO COMPLETE THE WORKSHEET THAT ACCOMPANIES THIS!

COMPETENCY

Identify how to arrange for an interview.

NAME ____________________

WORKSHEET 1

1. In what type of position are you most interested?

2. What jobs have you had? How did you obtain them? Why did you leave your last job?

3. What pay do you expect?

4. Why do you want to work for our company?

5. How long do you expect to work?

COMPETENCY

Identify how to arrange for an interview.

WORKSHEET 1 continued

6. Do you have references?

7. Are you willing to relocate? Are you willing to travel?

8. Are you looking for a permanent or temporary job? Do you want full-time or part-time work?

9. Tell me something about yourself. Why do you think we should hire you for this job?

10. Have you had any serious illness or injury?

11. What are your weaknesses and what are your strengths?

WORKSHEET 1 continued

12. Do you have any questions about this company or job?

____

____

13. How do you feel about working with a younger or older supervisor?

____

____

____

____

14. Have you ever had your driver's license revoked? If yes, please explain.

____

____

____

____

There are other questions that may be asked of you during an interview. Those will be shared with you when the actual interview process is introduced.

COMPETENCY

Identify how to arrange for an interview.

WORKSHEET 2

INTERVIEW CHECKLIST

This checklist should be read one week prior to the interview and once again the day before your interview.

Place a check (√) beside each item you want to remember to complete before your interview.

MY APPEARANCE

____ My hair is cut, washed, and combed.

____ I have bathed and used deodorant.

____ My makeup, jewelry, perfume, antiperspirant or after-shave lotion is not excessive.

____ My fingernails are cut and clean.

____ My teeth are clean.

____ My shoes are polished.

____ My clothes are cleaned, pressed, and styled appropriately.

BEING WELL-PREPARED FOR THE INTERVIEW

____ I will have facts available about the company.

____ My employment application is neat.

____ I will have pen, pencil, and money for parking, lunch, etc.

____ I will have copies of the following items in my personal portfolio, wallet, or purse:

1. My resume.
2. Examples of my work ability (typing samples, diagrams, letters, awards, general work papers)
3. My military record, if related to job duties.

COMPETENCY

Identify how to arrange for an interview.

WORKSHEET 2 continued

INTERVIEW CHECKLIST

4. My social security number.
5. My diplomas and special training certificates.
6. My license--driver's license or special certificate.
7. Other papers or materials that will help me obtain this job.

GOING TO THE INTERVIEW

____ I will know the location of the office and how to get there. (A dry run may be necessary.)

____ I will go alone to my interview.

____ I will be early for my interview.

____ I will be polite in the outer office.

____ I will allow enough time for the interview.

(Answers are not required.)

COMPETENCY

Identify how to arrange for an interview.

WORKSHEET 3

Directions: Use this worksheet when role playing arranging for an interview.

"Hello, my name is ____."

"I am interested in applying for the position of ______________________

__________________ and would like to know when I can make an appointment to talk to the person in charge of hiring. May I ask who the personnel manager is?"

BE SURE TO WRITE THE PERSON'S NAME DOWN OR ELSE YOU WILL FORGET ! ! !

Personnel manager's name ____

WRITE DOWN THE SCHEDULED TIME OF THE INTERVIEW, IF YOU GET ONE AT THIS TIME

Scheduled Time of Interview _______________ Place _________________________

"Thank you for your time."

(Answer key is not required.)

WHEN SEEKING A JOB, YOU HAVE TWO THINGS TO SELL:

1. YOURSELF .

2. THE SERVICE THAT YOU CAN RENDER .

TRANSPARENCY

UNIT

JOB INTERVIEW AND PLACEMENT SKILLS

COMPETENCY

Identify correct job interview techniques.

PERFORMANCE OBJECTIVE

Given a mock-interview situation, the student will be able to demonstrate correct job interview techniques such as making a good first impression, answering the interviewer's questions intelligently without hesitation, and following the general rules required during an interview.

INSTRUCTIONAL RESOURCES

1. Kimeldorf. **Pathways to Work**, 1989.
2. South Carolina Department of Education. **Curriculum Guide For Marketing and Distributive Education** (First Year), 1983.
3. South Carolina Department of Education. **Job Seeking-How and Where?**, 1981.
4. South Carolina Department of Education. **World of Work-Interviews and Working Relations**, 1984.
5. Zedlitz. **Getting A Job**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Completely review the Information Sheets with student. Pay close attention to "How Do You Follow Through On a Job Interview?" as it will be used to complete a worksheet.
2. Distribute and go over Handouts 1 and 2. Pay close attention to "After the Interview" as it will be used to complete a worksheet.
3. Call someone in from industry to interview student. Have student dress as if he/she were actually interviewing for a particular position. (You may have student refer to assignments that have been completed for previous sections in this same unit. For instance, student may want to use the same resume, job objective, etc.) Give the interviewer a copy of common questions asked.

COMPETENCY:

Identify correct job interview techniques.

INSTRUCTIONAL ACTIVITIES continued

Have the outside interviewer use the rating sheet included. These activities are best facilitated when videotaped, if that is available. Student can learn by critiquing himself/herself.

4. Two outside readings have been included if the teacher would like to use them.

First reading --	**How To Get The Job You Want** by Dr. Joyce Brothers. This is a good article because it discusses the value of first impressions.
Second reading --	**Setting The Trap** by Louise Warmoth (a co-worker at Chester County Career Center). This is a great handbook for students. It summarizes everything.

EVALUATION

Questions

1. When going on an interview, you should arrive
   a. 20 minutes early.
   b. 10 minutes early.
   c. 5 minutes early.
   d. at the designated time of the interview.

2. All of these are things that you should do during the interview except
   a. introduce yourself to the receptionist and state the reason you are there.
   b. complete an application if you have not already done so.
   c. bring a friend or family member to the interview.
   d. remain standing until you are asked to be seated.

Answers

1. b.
2. c.

COMPETENCY

Identify correct job interview techniques.

INFORMATION SHEET 1

The most important event in your job hunting process is the personal interview. You have completed a great many assignments in order to be ready for the interview. The interview, above all else, decides who will get the job that you are interested in. You must sell yourself during the interview process by showing that you are the best person for the job. In any interview you must give the impression that you have the skills necessary for the job, you are dependable, and you are able to get along well with others. Being aware of what to do and what not to do will make you more confident and successful. Most interviews are made up of the following parts:

Introduction (what the job is about)
Questions about you
Closing remarks

During the introduction, you should present your completed application form and resume with letters of reference if these have not already been received by the interviewer. The interviewer will take the lead, and you will be expected to answer his/her questions. Be sure to listen well while going through the interview process. Answer questions in a brief and clear manner, but relate your answers directly to the job. Speak as well as you can and DO NOT USE SLANG.

After all the questions have been answered, there will be a few minutes for you to sell your interest in the job and your qualifications. Do not miss your chance to sell yourself! Also, show your enthusiasm and eagerness to learn. Be sure to ask questions about the company. Impress the interviewer with your desire to have the position being interviewed for. You may or may not get the job immediately. If the interviewer does not make the decision to hire during this session, ask if it would be appropriate for you to call within a few days.

Upon completing the interview, leave a positive impression by making a complimentary comment about the company. Then shake the interviewer's hand and say "I am happy to have met you" and "Thank you for your help."

WHAT TYPES OF QUESTIONS SHOULD YOU ASK DURING YOUR INTERVIEW?

There are a few normal, personal questions that are asked, such as these:

1. "What is the rate of pay for this job?" (REMEMBER THAT IF YOU ARE A BEGINNING WORKER, YOU SHOULD ASK FOR THE APPROPRIATE STARTING PAY.)
2. "What are the working hours?"
3. "What benefits are available for employees of this company?" (THIS WOULD INCLUDE SUCH OFFERINGS AS HEALTH AND MEDICAL INSURANCE, VACATION TIME AND PAY, PERSONAL LEAVE DAYS, DISABILITY, RETIREMENT, ETC.)

COMPETENCY

Identify correct job interview techniques.

INFORMATION SHEET 1 continued

There should be other questions asked during a serious interview situation. These questions should be about the company in which you are interviewing for a position. The questions will enable you to become more knowledgable about the company. You might inquire about the future of the company, its employees, its competition, and its strengths. Knowing the answers to these questions gives you an idea of your future with any company.

If you know the proper questions to ask about a company, it gives you added confidence in any interview. Questions of this nature will also leave a positive impression with the employer. Suggested questions are:

"From your experience . . . .
What are this company's greatest strengths?
Who are your main competitors?
How do you rate your competition?
Do you have offices or plants elsewhere?
What kind of turnover does this company have in employees?
How long have you been in business?
What do you see in the future for this company?
What kinds of employees do you generally look for?
What are your company's plans for expansion?"

Add any other questions that you would like to have answered.

____

____

____

____

____

HOW DO YOU FOLLOW THROUGH ON A JOB INTERVIEW?

You may be asking yourself "Why follow through on an interview?" Remember there is likely to be equally qualified competition for the position you are interested in. All of you would make good employees, so take the initiative and show your interest. A show of interest in a job is what is known as the follow through.

You can follow through in three ways.

1. By making a return visit. Usually you will do this two or three days after the interview.
2. By telephoning. Follow the same procedure of waiting two or three days.

INFORMATION SHEET 1 continued

By doing one or both of the above ways, you can determine if a decision has been made about the job opening. Indicate that you are still interested in the position and this particular company.

You might say and do the following:

Reintroduce yourself.
"Hello, Mrs. Smith. My name is John Black. I interviewed with you last Tuesday for the job of stock clerk."

Add any additional thoughts you might not have covered when you interviewed.
"I failed to mention in our interview my other work experience as stock clerk for Starne's Grocers. I was responsible for seeing that goods were shelved for two of the stores' aisles."

Emphasize that you are still interested in the job.
"Mrs. Smith, I was impressed with your business operation and its employees. I am still interested in working for your company."

Find out if a hiring decision has been made.
"Has a hiring decision been made concerning the stock clerk position?" If a decision has been made and you did not get the job, ask the interviewer what you could have done to create a more favorable impression. This information will be very valuable when going through future interviews. Make this a time to learn by being positive about your inquiries concerning tips on making a better impression.

Thank the interviewer for seeing you and then leave.
"Thank you for your time. I will wait for an answer."

Or if you did not get the job . . . .

"Thank you for telling me how I might improve my interviewing skills."

3. By a post-interview letter. This letter should be typed immediately after the interview and mailed. IF YOU CHOOSE THIS WAY, DO NOT PUT THIS OFF!

A sample post-interview letter is shown below. Read and review it carefully.

COMPETENCY:

Identify correct job interview techniques.

INFORMATION SHEET 1 continued

5678 Columbia Street
Columbia, SC 29203
November 11, 1989

Mrs. Jane Smith
Personnel Manager
ACME Corporation
3455 Oak Street
Columbia, SC 29203

Dear Mrs. Smith:

Thank you for giving me the opportunity to interview for the position of secretary with your company. Your interview was well planned and informative.

In our interview I forgot to mention that I also have some clerical experience in my aunt's accounting business in Chester, South Carolina.

I am still very much interested in working for ACME Corporation as a secretary. If hired, I would be a most reliable employee.

Sincerely,

Deborah Jones

COMPETENCY:

Identify correct job interview techniques.

INFORMATION SHEET 2

This section will deal with necessary procedures to follow before, during, and after the interview process. Some of this information should already be familiar to you, since we have covered some of this in previous lessons.

BEFORE THE INTERVIEW

1. Research the company. College placement centers, libraries, and the chambers of commerce are good sources of information. This will be utilized mostly for the serious interviews (those that you will go on for jobs after college or after high school that you pursue as a career).
2. Review your qualifications and the requirements of the job for which you are applying. Organize your thoughts in such a manner that you can intelligently discuss the correlation.
3. Appearance is important. The first impression that you make may be a lasting one! Dress appropriately; be neat and clean.
4. Know the exact time and place of the interview. Arrive at least ten minutes early.
5. Take your own pencil and pen.
6. Carry a copy of your resume with you.
7. Be prepared to furnish names and addresses of references.
8. Go alone--do not bring friends or family members! ! ! !

DURING THE INTERVIEW

1. Introduce yourself in a quiet, pleasant manner.
2. Shake hands only if the interviewer offers his/her hand first.
3. Answer questions in a pleasant, but brief and businesslike way. Be prepared for a surprise question.
4. Always make positive statements about your ability and do not dwell on your weak points.
5. Speak clearly; listen carefully; be interested.
6. Do not chew gum or smoke during the interview (this includes if the interviewer says it is okay).
7. Know something about the position and show sincere interest in the position for which you are applying.

INFORMATION SHEET 2 continued

8. Be realistic in discussing wages.

AFTER THE INTERVIEW

1. Critique the interview. Review any effective techniques which you used during the interview (for example, being a good listener who responds sensibly).

2. Write down any job leads or helpful information which surfaced during the interview.

3. Follow up after the interview. Write a thank-you letter to express your appreciation for the time spent by the interviewer. The thank-you letter provides an additional opportunity to emphasize your qualifications for the job. (See below for an example.)

Mr. Dean Smith
Personnel Director
ACME Corporation
Chesnee, SC 29000

Dear Mr. Smith:

Thank you for the opportunity to interview for the position of sales trainee with your company. The work sounds challenging and exciting, and I am convinced that the job is something I would like to do.

I appreciate your time and the many courtesies you showed me. I am still extremely interested in working for the ACME Corporation. If hired, I would strive to be a most reliable employee.

Sincerely,

Sherry Jones

---

4. If you do not hear from the organization within two weeks, contact the interviewers to find out about the status of your application.

5. Keep up your courage if the interviewer does not hire you! You may not get the first job you seek.

COMPETENCY:

Identify correct job interview techniques.

INFORMATION SHEET 3

QUESTIONS FREQUENTLY ASKED DURING THE JOB INTERVIEW

1. What are your future career plans?
2. How would you describe yourself?
3. How do you spend your spare time?
4. What type of position are you most interested in?
5. Why do you think you would like to work for our company?
6. Why should I hire you?
7. What qualifications do you have that make you think you will be successful in the working world?
8. How do you determine or evaluate success?
9. If you were hiring a graduate for this position, what qualities would you look for?
10. What subjects in school did you like best?
11. Do you prefer working with others or by yourself?
12. Can you take instructions without feeling upset?
13. What have you learned from participation in extracurricular activities?
14. In what kind of work environment are you most comfortable?
15. How do you work under pressure?
16. What do you know about our company?
17. Are you willing to travel?
18. Are you willing to spend six months as a trainee?
19. Are you willing to work overtime?

COMPETENCY:

Identify correct job interview techniques.

INFORMATION SHEET 3 continued

20. What have you learned from your mistakes?

*** Some of these questions have already been answered for you in the previous lesson. You may want to locate Handout 3 and its worksheet from the lesson on arranging for an interview. Also, you will want to consider answers for the other questions that were not cited on Handout 3.

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 1

CHECKLIST--DO'S AND DON'TS DURING THE INTERVIEW

Directions: Study the following list. Place a check (√) next to the items that you will want to practice or review before your interview.

DURING THE INTERVIEW, DO

______ Be on time (ten minutes early).

______ Introduce yourself to the receptionist and state the reason you are there.

______ Carry a resume, pen, pad, social security card, school transcripts, addresses, and letters of recommendation.

______ Complete an application if you have not already done so.

______ Offer to shake the interviewer's hand when you are introduced. This demonstrates your self-confidence. Offer to shake hands before and after the interview.

______ Get the interviewer's name correctly in advance, if possible, and use it in your conversation.

______ Remain standing until you are asked to be seated.

______ Make yourself comfortable and maintain your poise. In other words, use good posture.

______ Be agreeable at all times.

______ Be willing to take any examination requested.

______ Be courteous in your manner of approach - - "Good morning, Mrs. Smith; I am Joan Starnes."

______ Try to give your resume to the employer early in the interview. Leave a copy with your interviewer.

______ Answer all questions directly, truthfully, and intelligently. Now is not the time to be silly!

______ Use correct English; avoid slang such as "yeah" or "OK" or "ya know."

______ Permit the employer to lead the interview. Remember, however, that you should be positive about yourself.

______ Talk a moderate amount about your education and prior jobs.

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 1 continued

______ Ask questions about the company.

______ Express appreciation for the interviewer's time.

______ Demonstrate the ability to take constructive criticism in a mature way.

______ Show interest in the company.

______ Look the interviewer in the eye. Eye contact is very important!

______ Show willingness to start at the bottom. Do not expect too much too soon.

______ Make the interviewer aware of the serious thought you have given to establishing goals and planning your career.

______ Ask about your duties, hours, and pay if hired. Find out when you will have a "yes" or "no" decision about the job. Ask how you will be notified: by a telephone call or letter.

______ Be sure to thank the interviewer for his/her time.

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 1 continued

DURING THE INTERVIEW, DON'T

_____ Bring a friend or family member to the interview.

_____ Talk too much.

_____ Mumble anything, especially your name.

_____ Place your handbag or other articles on the interviewer's desk. Keep them in your hands, or, if necessary, put them on the floor near you.

_____ Play with your tie, rings, bracelets, etc.

_____ Gossip or "knock" former employees.

_____ Plead your need for work.

_____ Make jokes or argue. Remember, now is not the time to be silly!

_____ Chew gum.

_____ Slouch in your chair.

_____ Answer question before question is completely asked.

_____ Make excuses, show evasiveness, or hedge on facts in your record.

_____ Don't dwell on your weaknesses.

_____ Answer the question, "What can you do?" by saying, "Anything." Indicate what specific skills you have.

_____ Be pushy or assume that you will get the job.

(No answer key is required.)

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 2

WHAT WILL YOU SAY?

Directions: The following comments might be said when being interviewed. Place a check (√) in front of acceptable comments. Place an (X) in front of those comments that should not be said.

______ 1. "Well, here I am and only 10 minutes late."

______ 2. "Hello, I'm ______________. I have a 10 o'clock appointment with Mr. Jones."

______ 3. "Man, this place sure is hard to find."

______ 4. "What's keeping him so long?"

______ 5. "Mr. Jones, I'm here to talk with you about the sales position you have in the men's department."

______ 6. "Well, I don't know how I'll get to work every day."

______ 7. "I don't mind hard work, and I'm willing to learn new things."

______ 8. "Oh, I quit that job. Nobody likes that manager anyway."

______ 9. "Yes, I am willing to take a low-paying job if there is a chance for advancement."

______ 10. "I don't have any hobbies. I just sit around and listen to music."

______ 11. "We're having all kinds of family problems. My sister has run away from home and my dad has been real sick. He's got to have an operation soon."

______ 12. "I enjoyed working with different types of customers. I felt confident I could handle most problems that might arise with problem customers."

______ 13. "I don't think there are many things I need to improve about myself."

______ 14. "Well, that manager was too strict. He made everybody work too hard, not just me."

______ 15. "Thank you for your time, Mr. Jones. I'll look forward to hearing from you soon about the position."

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 2 continued

Answers (✓)

2, 5, 7, 9, 15

Answers (X)

1. disrespectful
3. disrespectful and the use of slang
4. disrespectful
6. irresponsible
8. negative
10. thoughtless, stupid
11. negative, use of pity
12. may be considered negative, could be expressed another way
13. cocky
14. irresponsible

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 3

JOB INTERVIEW TIPS--MAKING GOOD FIRST IMPRESSIONS

Directions: Employers base a lot of their hiring decisions on their first impressions of applicants. So, job search experts will advise you to practice doing the following four things in the beginning of an interview when first impressions are made. Get with an other student and practice 1-4 below. One of you will be the interviewer and the other will be the applicant. Once you have completed this, then alternate roles.

1. INTRODUCE YOURSELF AND USE GOOD MANNERS

   Take the person's hand firmly and look the employer in the eye. Try to smile. Say your name clearly. Do not use a nickname. If the employer does not offer to shake your hand, offer yours. Do this when you first meet. Doing so later might appear awkward.

   Remember to be polite and don't take a seat until you are offered one!

2. ADDRESS THE EMPLOYER BY NAME

   We all like the sound of our names. Employers are not different. Do not call employers by their first names. Use their last names as a sign of respect. To help you remember the name, try to use it when you first meet the person.

3. SMILE

   A smile will light up the room. You may be nervous or the employer may look grumpy, but a smile will bring out some sunshine. A smile will put everyone at ease. Watch yourself on videotape (if these are available, this is an excellent way to catch your own errors in advance) to see if you smile enough. If not, you just have to practice. Two groups of job seekers with equal qualifications were interviewed in a study. The one that smiled the most got more job offers.

4. USE GOOD EYE CONTACT

   Employers always rate eye contact right at the top of the list. When you talk to someone, you might look off as if searching for words. But you expect the person listening to watch you at all times. Eye contact shows that you are interested in the person and that you are listening. When a job seeker does not use good eye contact, employers feel the job seeker is hiding something. If looking someone directly in the eyes is hard, try looking at the person's forehead. This is just one way to overcome the fear of eye contact. Another is to look at the wall behind the person's head. Practice one or both of these, and use them until you feel comfortable keeping eye contact with someone.

COMPETENCY

Identify correct job interview techniques.

WORKSHEET 4

POST-INTERVIEW FOLLOW THROUGH LETTER

Directions: Using the Information Sheets that were provided for you, write a post-interview follow through letter. The sample letter is #3 on the Information Sheet.

THANK YOU LETTER

Directions: Using Information Sheet 1, write a thank you letter.

MAKING THE

BEST

FIRST IMPRESSION

- GOOD PERSONAL APPEARANCE
- GOOD ATTITUDE
- COURTEOUS
- HONEST
- SINCERE

YOU DON'T GET A SECOND CHANCE TO MAKE A GOOD FIRST IMPRESSION.

TRANSPARENCY A

the *INTERVIEW*

1. GO INTO INTERVIEW ALONE.
2. ARRIVE EARLY.
3. DON'T BE NERVOUS.
4. TRY TO LEARN SOMETHING ABOUT THE COMPANY BEFORE THE INTERVIEW.
5. TAKE PEN, PENCIL, SOCIAL SECURITY CARD, AND RESUMÉ WITH YOU.
6. TRY TO LEARN NAME OF INTERVIEWER.
7. BE NEATLY DRESSED - WELL GROOMED.
8. INTRODUCE YOURSELF DISTINCTLY.
9. BE POLITE AND COURTEOUS.
10. SIT PROPERLY - DON'T SLOUCH.
11. DON'T LEAN ON DESK.
12. GIVE GOOD "EYE CONTACT."
13. SPEAK DISTINCTLY - DON'T MUMBLE.
14. TELL WHAT YOU CAN OFFER COMPANY.
15. NEAR END OF INTERVIEW, ASK ABOUT PAY AND FRINGE BENEFITS.
16. WHEN INTERVIEW IS FINISHED THANK INTERVIEWER -- ASK IF HE/SHE WILL CALL YOU OR IF YOU SHOULD CALL BACK.

TRANSPARENCY B

TYPICAL QUESTIONS THAT INTERVIEWERS ASK

1. WHY DID YOU DECIDE THAT YOU WOULD LIKE TO WORK FOR OUR COMPANY?
2. WHAT WORK EXPERIENCE HAVE YOU HAD - DID YOU ENJOY YOUR OTHER WORK?
3. WOULD YOU RATHER WORK WITH OTHER PEOPLE OR WOULD YOU RATHER WORK ALONE?
4. DO YOU LIKE MAKING DECISIONS?
5. WHAT KIND OF BOSS DO YOU PREFER?
6. WHAT DO YOU LIKE MOST ABOUT OUR COMPANY?
7. DO YOU THINK THAT YOU WOULD LIKE TO HAVE ADDITIONAL EDUCATION?
8. WHAT ARE SOME OF YOUR HOBBIES?
9. CAN YOU TAKE CONSTRUCTIVE CRITICISM OF YOUR WORK?
10. DO YOU HAVE A DRIVER'S LICENSE?
11. DO YOU HAVE TRANSPORTATION?

ANSWER HONESTLY

TRANSPARENCY C

·POSITIVES·

CLEAN AND NEAT APPEARANCE AT THE INTERVIEW.

NEAT AND CORRECTLY COMPLETED JOB APPLICATION FORM.

QUESTIONS ASKED ABOUT JOB.

INTEREST SHOWN AFTER INTERVIEW BY CALLING EMPLOYER.

TRANSPARENCY D

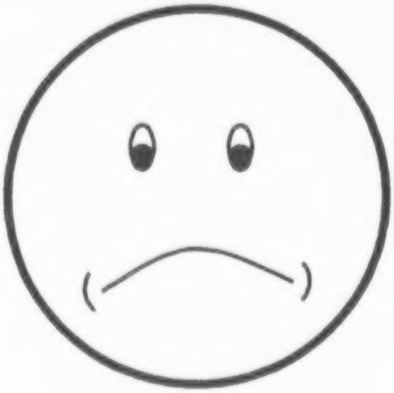
·NEGATIVES·

FALSIFICATION OF JOB APPLICATION.

BELOW AVERAGE READING ABILITY.

LOW EFFORT ON LAST JOB.

FREQUENT JOB CHANGES.



TRANSPARENCY E

AFTER AN INTERVIEW, ASK YOURSELF THESE QUESTIONS:

1. DID I HAVE THE BEST POSSIBLE PERSONAL APPEARANCE FOR THIS INTERVIEW?

2. WHICH QUESTIONS MIGHT I HAVE ANSWERED IN A BETTER WAY?

3. WHAT WILL I SAY IF ASKED THE SAME QUESTION AGAIN?

4. COULD I HAVE DONE ANYTHING ELSE TO CONVINCE THE INTERVIEWER THAT I AM THE BEST PERSON FOR THE JOB?

5. DID I USE STANDARD ENGLISH?

EVERY INTERVIEW CAN BE
A LEARNING EXPERIENCE.

TRANSPARENCY F

the MOST COMMON MISTAKES MADE IN JOB HUNTING

1. POOR PERSONAL APPEARANCE.
2. OVERBEARING KNOW-IT-ALL.
3. POOR SCHOLASTIC RECORD - JUST GOT BY.
4. OVEREMPHASIS ON MONEY.
5. LACK OF COURTESY.
6. LIMP, TIMID HANDSHAKE.
7. COMPLAINTS ABOUT FORMER EMPLOYER.
8. MAKES EXCUSES.
9. LOW MORAL STANDARDS.
10. POOR SPELLING.
11. SLOPPY APPLICATION FORM.
12. LATE TO INTERVIEW.
13. DOES NOT THANK INTERVIEWER.
14. HAS FRICTION WITH PARENTS.
15. POOR EYE CONTACT.
16. LACK OF MATURITY.
17. ASKS NO QUESTIONS ABOUT JOB.
18. POOR HANDLING OF PERSONAL FINANCES.

THESE MISTAKES WERE LISTED BY PERSONNEL MANAGERS.

TRANSPARENCY G

BODY LANGUAGE

A MEANS OF COMMUNICATING WITHOUT THE SPOKEN WORD

- BITING FINGERNAILS
- POOR EYE CONTACT
- SLOUCHING
- SQUIRMING
- LICKING LIPS
- CLASPING HANDS TOO TIGHT
- A NOD OF THE HEAD
- A YAWN
- A SHAKE OF THE HEAD
- CONFIDENT WALK
- SITTING ERECT

- A SHRUG
- LEANING ON DESK
- PATTING FEET
- A BECKON
- A QUICK SMILE
- A WINK
- A FROWN
- A STARE
- A PUZZLED LOOK
- RELAXED MANNER
- POISED MOVEMENTS

PERSONNEL MANAGERS AND INTERVIEWERS
OF TODAY LEARN LOTS ABOUT
YOU FROM YOUR BODY LANGUAGE.

TRANSPARENCY H

WORKSHEET 5

INTERVIEW RATING SHEET

Appearance		
Dress	________	10
Poise (relaxed manner, smiles)	________	10
Introduction	________	6
Voice Tone (confidence, mumbling)	________	6
Punctuality	________	5
Speech		
Grammar/Enunciation	________	5
Slang	________	5
Eye Contact	________	5
Courtesy/Attitude (appropriate humor)	________	6
Salesmanship	________	15
Posture	________	5
Questions at the End	________	6
Thanking Interviewer	________	5
Enthusiasm/Interest	________	6
Negative Information (the lack of this receives points)	________	5
TOTAL POINTS	________	100

Student Name ______________________________

Today's Interviewer ______________________________

Interviewer comments that may help this applicant:

JOB MAINTENANCE

Identify the responsibilities that are expected of a new employee in a business.

Identify good and bad work attitudes.

List qualities that employers expect in employees.

UNIT

JOB MAINTENANCE

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

PERFORMANCE OBJECTIVE

Given information on beginning employment, the student will be able to identify the responsibilities that are expected of a new employee in a business.

INSTRUCTIONAL RESOURCE

Blackledge. **The Job You Want--How To Get It**, 1983.

INSTRUCTIONAL ACTIVITIES

1. Completely review the Information Sheets with student. Refer to the outside reading given for "Identify Correct Job Interview Techniques" competency (previous unit).
2. After completion of Worksheet 1 go over the student's answers with him/her. There is an answer key, if necessary. This should help reinforce some of the key points addressed in the Information Sheets.
3. Have student complete Worksheet 2.
4. Discuss the responses for Worksheet 2, paying particular attention to the three case studies at the end.

EVALUATION

Questions

1. When beginning a new job, an employee is likely to be
   a. somewhat nervous.
   b. excited.
   c. told someone's name to report to.
   d. all of the above.

2. Employers sometimes will put a new employee through a proving period, where he/she will have to demonstrate his/her
   a. sense of humor.
   b. worth.
   c. ability to be tested.
   d. worth and ability to be tested.

Answers

1. d.
2. d.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 1

You have done a lot to get to this point, but you are finally here! When beginning a new job, you are likely to be somewhat nervous. That is a normal feeling. Along with that feeling of nervousness, you probably are very excited as well. That, too, is understandable. You are now entering a brand new world--the world of work!

Most likely, on your first day you will report to a personnel director or a supervisor in the department where you will work. It is certain that you will have some kind of orientation time (a time where you will be given your directions and review company policy). This may be done in a group setting or possibly with you only.

The supervisor will help to familiarize you with your new environment, make introductions to other members of your department, and give details on what kind of work you are expected to do and how to do it.

DON'T EXPECT TO LEARN EVERYTHING THE FIRST DAY

The first day on the job may seem strange and confusing. If the company that you are working for is very large in size, that, in and of itself, may be awesome to you. Many things may seem new to you at first, for instance, new machinery or equipment.

The most important thing to remember is, this is the first day and you will learn as much as you can to the best of your abilities. The supervisor will keep these things in mind when judging your performance.

TIME IS MONEY

Time is valuable to both the company and the employee. It is strongly suggested that you begin your work promptly at the scheduled time. In companies where breaks are allowed, be sure to report back to your job at the designated time.

Time is also an important consideration for daily work schedules. In other words, do not report to work with a slack attitude for the morning hours or want to knock off early at the end of your schedule. You may find that if you do those things, the employer will not be as kind to you when it comes time for raises. Where others may receive a large reward for work done, you may be very disappointed, but only you can accept the blame!

Avoid following the negative leads of other employees, for example, taking extra breaks, quitting early, or loafing on the job. Those are the employees that are on their way out of the company. Bad habits like that may seemingly go unnoticed at first, but they always catch up with people. So, it is in your best interest that you pair yourself off with someone showing good work habits and follow his/her actions. It may mean more productive and fulfilling work and more pay in the long run.

INFORMATION SHEET 1 continued

DON'T BE AFRAID TO SAY "I DON'T KNOW"

As you are beginning your new job and being introduced to new people, do your best to remember names. It may not be easy, but it will please your fellow employees.

Remember to ask questions if you have any, because sometimes you will not understand everything. Ask your supervisor, as it is his/her job to help you understand your job and the duties that go along with it. By not asking questions, you may do something incorrectly and your supervisor may think that you cannot follow directions. Don't place yourself in that kind of situation.

Many times a company has a handbook on job expectations or policies. If your company has this, study over it and it may help you see things more clearly.

THERE ARE REASONS BEHIND THE RULES

Your first day on the job will probably show that the rules and regulations are stricter than those of schools you may have attended. Employee tardies and absences account for a loss of production. In some cases, one employee's job may depend on the functions of another employee. The absence or tardiness of one employee may mean you have your work and someone else's to do, too.

There is a reason for all these rules and they are expected to be obeyed. They may be there to inform you, protect you, or to protect others; but the rules are important. In some cases, if rules are broken, it means immediate dismissal. (Again, if there is an employee handbook or policy manual, all of this should be outlined.)

EVERYONE STARTS AT THE BOTTOM

The "new kid on the block" very often gets stuck with trivial tasks, such as running errands, etc. This may include getting coffee for others in their department, getting lunch orders and picking them up, eating earlier or later than other employees, or answering the phone during the noon hour.

Employers sometimes will put new employees through a proving period, where they have to demonstrate their worth. It may mean that certain "new employee jokes" may be played. If so, the newcomer should be a good sport and take it all in stride. Veteran employees get a certain amount of enjoyment from these occurrences; the newcomer is merely being tested.

The testing period may include how the employee reacts to certain tasks that are assigned to him/her. The way new employees get along with others will be noted at this time. If new employees cause quarrels to occur or refuse to do jobs they consider undignifying, they will generally lose the opportunity for jobs with more responsibility and pay.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 1 continued

YOUR COMPANY'S A SUCCESS IF YOU'RE A SUCCESS

Business, government, and society need people who do their work effectively and efficiently. Such employees benefit all individuals who are consumers of their products or services and also benefit themselves as employees.

If you take pride in your work and others around you do too, the company is more likely to be successful, especially if it is managed properly. But, if pride is not evident, it may bring about the fall of a company. That, of course, would devastate everyone because they would find themselves looking for new jobs. Therefore, when companies show profits, as an employee you will reap some of the benefits if you helped add to that profit.

Usually supervisors know which employees are producing and which ones are not. If they do not, the company may be operating at a loss or even may be forced out of business. It may take time, but supervisors usually become alert to the poor workers. Such workers in that category are the first to be let go when business declines or more efficient workers are hired.

THE HARDER YOU WORK, THE FARTHER YOU GO

Again, since we are discussing the first day on the job, you will want to learn what your job is all about and what your needs are. After gathering this information, you may want to decide what will be the best way to make improvements in yourself. Self-improvement should be part of your plan in trying to do your very best for a company.

Both improving yourself and learning more will make you more valuable to a company. If you are of value to a company, you may want to consider your chances for advancement. If you are well prepared, there will be more opportunities for you than for the average worker. You will discover the truth of these sayings: "I notice that the harder I work, the luckier I get!" and "The future belongs to those that prepare for it."

In conclusion, we wish you the very best on your first day at work!

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 2

GETTING OFF TO A GOOD START

Conquering First Day Jitters

Everyone is nervous beginning a new job. This feeling is very natural and human. Here are some ways you can make your fears less threatening.

1. Get things ready the night before -- your clothes, your car keys, etc. Being prepared to leave on time and being early the first day is a good way to help yourself be more at ease.
2. Remember that your employer chose you from all the applicants. He/she wants you to succeed as much as you want to succeed. You are expected to be a little nervous and confused at first.
3. Keep a good sense of humor. If you are teased a little by the older workers, sent on errands, asked to do things for which you were not hired, etc., this won't last long. A good sense of humor will help you over the rough spots and cause your employer and fellow workers to accept you more quickly.
4. Have important information available (social security number and the name, address, and home and work phone numbers of the person you want notified in case of emergency, etc.). If you do not have something requested, simply offer to bring it the next day. Remember to bring it the next day as you promised.

Learning About Your Company

One of the best ways to adjust to a new job is to learn all you can about your company.

1. Read any literature the company has. Many companies have booklets which list rules and regulations, benefits, and other information.
2. Read any employee contract which the company has.
3. Get and read a copy of any contract between your company and your union if the workers have a union.
4. In smaller companies which do not supply the above, get the information from talking to your boss and fellow workers.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 2 continued

5. Make a list of the information you need to know such as history of the company, rules and regulations, operating procedures, hospitalization, dependents hospitalization, life insurance, bonuses, time cards, paydays, work hours, pension plans, tardies, sick leave, funeral leave, absences, sick pay, vacation, promotion, drinking, drugs, smoking, injuries, fire, first aid, safety equipment, overtime, parking, workers' compensation, educational assistance plans, etc.

Learning How Your Job Fits In

Understanding how you fit in is important. It can determine your basic attitude toward your job. If you think your job is not important, you may think being late or taking a day off will not matter much. Seeing that others will be unable to do their jobs if yours is not done will help you be aware of your importance. Even if another worker does not seem to depend upon you, you are needed or you would not have been hired.

Developing Goals

You have learned to set goals. Employers like to have people who develop a plan and will work for their own advancement. This kind of person comes to work every day, is on time, is willing to work overtime when necessary, and tries to be efficiently productive. Knowing the company and how you fit in will help you develop specific goals, both long-range and short-range.

Watching Your Appearance

Learn what is acceptable dress in the company you work for (suits, dresses, pant suits, jeans, etc.). No matter what you wear, it should be neat and clean. You should be reasonably presentable. You should practice good personal hygiene. For example, your co-workers will complain if you develop an unpleasant body odor because you do not bathe regularly or launder your clothes often enough. Remember that all body odors are caused by bacteria which must be washed away daily.

Doing Your Job

The most important thing is actually doing your job. Usually you will be qualified for your job or you would not have been hired. Here are a few rules for new workers.

1. LISTEN. Listen carefully when your boss or supervisor tells you things. Keep a small notepad available to jot down key instructions. Be aware of things around you. You can learn a lot by listening to and observing your fellow workers.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 2 continued

2. ASK QUESTIONS. If you forget or do not know something, ask your boss or your fellow workers. Make lists of your questions and ask them when someone who knows has a minute. Do not hesitate to ask questions immediately when you cannot continue a task without the information. Mistakes can be costly and can often be avoided by asking questions. Be sure you ask someone who knows.
3. DO NOT PANIC WHEN YOU'VE MADE A MISTAKE. Never try to cover up. Tell your boss about the mistake and ask for advice and help in correcting it. Learn from your mistake so that you do not make the same one again.
4. WORK CAREFULLY. Be careful and double-check your work before you present it to your boss.
5. SHOW INITIATIVE. When you complete a task, decide what else needs to be done and do it. However, do not attempt to do work for which you are not qualified. As you learn the job, there will be more and more ways you can use initiative and creativity. You may even be able to give suggestions for improvement.
6. PRACTICE TEAMWORK. Remember that all employees should be working together toward the company goals. To the extent that you are helpful to others, they will usually be helpful to you

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 3

GETTING OFF TO A GOOD START CHECKLIST

________ 1. Get things ready the night before.

________ 2. Carry any information that you might need the first day (social security number and the name, address, and home and work phone numbers of the person to notify in case of emergency, etc.).

________ 3. Arrive on time (early the first day).

________ 4. Remember that your employer wants you to succeed.

________ 5. Keep a good sense of humor.

________ 6. Dress appropriately for the job.

________ 7. Practice good hygiene (be clean, brush teeth, etc.).

________ 8. Read any literature the company has.

________ 9. Read any employee contract.

________10. Obtain and read any union contract.

________11. Obtain information about the company from your boss or co-workers.

________12. Be enthusiastic.

________13. Set goals.

________14. Listen carefully to instructions. Write down key points.

________15. Ask questions of your boss or supervisor.

________16. If your boss is not available, ask someone else who knows the answers.

________17. Make a list of questions and ask someone who knows.

________18. If you make a mistake, do not cover up; tell your boss and ask for his/her advice in correcting it.

________19. Correct mistakes.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 3 continued

________20. Take steps to ensure that you do not make the same mistake again.

________21. Work carefully.

________22. Check your work before you present it to your boss.

________23. Show initiative.

________24. Do not attempt to do work for which you are not qualified.

________25. Practice teamwork.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

INFORMATION SHEET 4

JOE'S FIRST DAY AT WORK

This is Joe's first day at work. Last night he laid out his clothes and checked his alarm to see that the batteries were good in case the electricity should go off. He then set the alarm early enough to give him thirty more minutes than he would need to get ready for work. (1)

Joe takes a shower and dresses in his best dress pants and long sleeve shirt, both of which have been freshly laundered. (2) He eats a nutritious breakfast and proceeds to leave the house. As he goes to open the car door, he realizes he does not have the keys. He rushes into the house and checks his table. No keys! "The keys, the keys! Where are the keys?" he moans. (3)

He checks the pants he wore yesterday and there they are. This search has caused him a little delay, but he still arrives at work twenty minutes early. Still, he is feeling frightened. "What if my employer is not patient with my inexperience?" he asks himself. (4)

Then his thoughts turn to his new co-workers. "What if my fellow workers tease me and make a gofer out of me?" he worries. (5)

Even though his supervisor has not yet come, Jim decides to start work. He sees a task that needs completing. Although he does not know exactly how it should be done, he begins -- guessing as he goes along. (6)

Finally, Joe's supervisor arrives. He has been in a breakfast meeting with the company owner. "I'm sorry I am late, Joe."

The supervisor, Mr. Smith, introduces Joe to the other workers. Joe notices that everyone is wearing jeans and realizes that he is overdressed for the job. (7) Mr. Smith tells Joe that Susan will be working closely with him in learning the job. Well, Susan seems nice enough, but Joe is not sure he will feel comfortable having a co-worker show him what to do.

Joe is now sent to the personnel office where he has to fill out some forms. There are a great deal of questions to answer and he does not know how to answer some of them. He does not remember his social security number and has left his card at home. (8) The company will pay for health insurance and he can buy life insurance at a low premium. How much life insurance, if any, should he buy? He cannot decide. He leaves the personnel office a little confused.

However, Joe is glad that the personnel manager has given him a company manual. It seems to contain a lot of information and he plans to study it at home tonight. (9)

INFORMATION SHEET 4 continued

Joe is a very conscientious worker. He has plans for his future. Within five years he plans to be a supervisor like Mr. Smith. He is determined to do a good job and learn what he can do on a daily basis to advance to that level. (10)

When Joe gets back to the workroom, he notices that Susan has been folding envelopes and flyers for a mailing. He folds a self-addressed envelope and puts it into another envelope addressed to a customer. He then folds a flyer and puts it in. Then he seals the envelope. He has completed twelve envelopes and is very proud of himself when Susan returns. As it turns out, Susan had left to get some postage stamps. Each self-addressed envelope which goes inside the mailing must have a stamp. (11) Joe spends the next fifteen minutes reopening the envelopes. (12) He is feeling a little foolish, but kind of angry, too. After all, he was only trying to help. He is also feeling frustrated that no one has given him anything specific to do yet. However, he vows never to start another task without knowing what is to be done.

Mr Smith comes in right after Joe has corrected his mistake and gives him the job of assembling "jambits," a simple new invention designed by the company to make windows burglar proof. He explains very carefully and in detail what he wants Joe to do. Joe listens attentively to Mr. Smith. (13) Not wanting to interrupt to ask him any questions, Joe nods his head politely. (14) Satisfied by Joe's positive nods that he understand, Mr. Smith leaves the room.

Joe begins with enthusiasm. (15) He finally has an important task to do. After about five minutes of steady work, however, he comes to an abrupt halt. "Did Mr. Smith say left or right" he wonders.

He looks around for Susan, who is busy concentrating on her work. Susan seems so busy he hates to interrupt, so he goes ahead and puts it on the left. (16) He has made five of them when he realizes that the piece should have gone on the right. He has already welded them and there is no turning back. However, the "jambits" will not operate this way.

Panic sets in! What can he do? Here is about $25 worth of material which cannot be salvaged. Maybe if he hides them under the paper in the trash can he can work fast enough to complete twice as many as usual before Mr. Smith comes back. Maybe Mr. Smith will never have to know about his mistake. There are so many of them to do. Maybe there are enough so that five will never be missed. (17)

By the time Mr. Smith comes back Joe has decided to confess his mistake. Mr. Smith is very sympathetic and tells him that everyone makes mistakes on a new job. He suggests that Joe ask questions of him or someone else if he is not sure of what he is to do. He also suggests that Joe write down key points.

A little later one of the older employees asks Joe to go into the next department and ask for a "jambit' wrench. When Joe asks, their laughter tells him that the old man has put him on. He laughs along with them, goes back to the old man, and good naturedly says, "You got me on that one." (18)

INFORMATION SHEET 4 continued

Joe has finished the "jambits" and looks around for something else to do. He sees that Susan is still stuffing envelopes and decides that they will get mailed faster if he helps her. (19) Susan is very grateful for the help and the finish in a short time.

Mr. Smith comes to check the completed "jambits"" and three of them are defective. Joe realizes he could have fixed the defects if he had double-checked his work. (20)

At the end of the day Joe is tired but happy. He knows he has made some mistakes, but he also knows that he has learned from them. He looks forward to a long and productive career with the company.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 1

CHECKING JOE'S PROGRESS

You have been given a story about Joe's first day at work. As you read the story, use the Getting Off to a Good Start Checklist to identify what Joe did right, what he did wrong, or what he should have done. When you come to a number in parentheses such as (1), write the answer in the corresponding spaces below.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____
6. ______________________________
____
7. ______________________________
____
8. ______________________________
____
9. ______________________________
____
10. ______________________________
____

COMPETENCY: Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 1 continued

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

16. ______________________________

17. ______________________________

18. ______________________________

19. ______________________________

20. ______________________________

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 1 continued

CHECKING JOE'S PROGRESS
ANSWERS

1. Joe did right in preparing clothes the night before. He also had a backup (batteries) in case of power failure. Lastly, he planned on being at work early by allowing himself 30 extra minutes.

2. Joe planned on being clean and was concerned about his appearance when choosing his clothes.

3. Joe ate a nutritious meal which would ensure his alertness on the job. But, Joe should have laid his car keys out the night before when he was preparing his clothes.

4. Joe was 20 minutes early and this is good, but he needs to remember that the boss wants him to succeed on the job and not worry about his inexperience.

5. Joe should not be concerned about co-workers making a gofer of him. He should practice a good sense of humor and endure through the testing period. Co-workers will accept Joe much more quickly if he excercises his sense of humor.

6. Joe should have never begun his work prior to his boss arriving. He needed some instructions on how to complete the task and should have waited.

7. Joe realizes that he is not dressed appropriately, so he should have asked about dress during the interview. But, he did make an effort toward having a good appearance.

8. Joe should have gathered everything that he needed the night before when he was getting his clothes together. Also, he should have a better attitude about working with a co-worker until he understands his job duties.

9. Although Joe should have asked questions about the life insurance, he can study the manual that was given to him.

10. It is good that Joe has learned to set goals for himself.

11. Again, Joe proceeded to do work that he had not been given instructions on. Now everything that has been done will have to be redone. Mistakes will have to be corrected.

12. Joe is having to correct mistakes that were made because he did not wait for some kind of instructions or directions.

13. Although Joe listened attentively, he should have written key points down. This would lower the chance of future frustrations in the event that Joe forgets his instructions after getting started.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 1 continued

CHECKING JOE'S PROGRESS
ANSWERS

14. Joe should have interrupted to ask questions if he had any.

15. It is great that Joe had an enthusiastic attitude about beginning his work.

16. Joe did not take steps to ensure that he would not make additional mistakes. He should have asked Susan to refresh him on the procedure.

17. He should not even think of covering up his mistakes. Mr. Smith should have been notified of his error. He would appreciate that kind of honesty from any employee. Again, Joe could learn from his mistakes--he is, after all, on his first day of work.

18. Joe does right this time. After he had time to think, he realized he should confess his mistake to Mr. Smith. Mr. Smith told him, as we have pointed out, that he should write down key points and ask questions. Also, Joe has learned to exercise his sense of humor with his fellow (veteran) employees.

19. Joe was willing to help Susan--showing a sense of teamwork. That also showed initiative on Joe's part.

20. If Joe had worked carefully, there may not have been any mistakes. But, if Joe had checked over his work himself, he would have noticed the mistakes. He could have saved time for the company by discovering the mistakes himself.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 2

QUESTIONS CONCERNING THE FIRST DAY

Directions: In the spaces below, answer the following questions.

Name five situations which you may encounter during your first day on the job which might seem strange or confusing.

1. ____________________
____

2. ____________________
____

3. ____________________
____

4. ____________________
____

5. ____________________
____

Give two examples of an experience that was so new to you that you felt overwhelmed by it. This experience may have been on a part-time job, with a social group, in school, or perhaps in a summer camp.

6. ____________________
____

7. ____________________
____

In the situations that you listed above, tell how you felt two or three weeks later.

8.. ____________________
____

9. ____________________
____

WORKSHEET 2 continued

List three places of business where the working hours vary. Explain after each how the hours differ. This could be in days off, vacation time, sick leave, starting time, or quitting time.

10. ____

____

11. ____

____

12. ____

Considering the working hours alone, which of the firms from the questions above would you prefer to work for? ____

Why? ____

Assume that you are on a new job and you encounter a part of your work with which you are unfamiliar. To whom would you turn for help?

13. ____

Suppose the individual you listed above is out of the area for some time. To whom would you turn to answer your questions?

14. ____

Assume you need information regarding something personal at work, such as the nearest place to have lunch. Whom would you ask?

15. ____

Name a company rule which might appear to be unnecessary to a new worker. (If you are not familiar with such a company rule, ask a friend, neighbor, or relative for this information.)

16. ____

Why is it necessary that this rule be enforced?

17. ____

____

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 2 continued

What penalty was placed on the employee when the rule was broken?

18.

Name a rule at a school you have attended which you consider to be vital.

19.

Why do you consider this school rule to be vital?

20.

Name six tasks which a new employee might consider undesirable or beneath his/her dignity though they are part of the employee's learning period.

21.

22.

23.

24.

25.

26.

Why should a new employee cooperate willingly in performing such jobs?

27.

If employees loaf on the job, what are they actually risking?

28.

COMPETENCY

Identify the responsibilities that are expected of a new employee in a business.

WORKSHEET 2 continued

At what job would you like to be working five years from today?

29. ____

What would you like to be doing fifteen years from today?

30. ____

How do you intend to become prepared for the best position in your chosen field?

31. ____

CASE STUDIES Directions: Give your opinion on the following cases.

32. Louis was given two booklets, one on company policy and another on company safety rules. He signed a statement saying that he had read both booklets. One safety rule for the area in which he worked was not to wear loose clothing or finger rings. Louis soon discovered that he should have studied the safety manual as well as the company policy book. His ring became caught in a piece of equipment and he nearly lost a finger. Discuss the value of studying company policy and safety rules.

____

____

____

____

____

33. Tom has found that on his new job he must make coffee for the other employees. Tom says he does not drink coffee and feels that much of his training is being wasted with menial tasks. He has begun to spend more time in the lounge than his morning break allows, and on his way to make coffee he detours through the accounting department to stop and talk with friends. What is your opinion of Tom's actions?

____

____

____

COMPETENCY

Identify the responsibilities that are ex

WORKSHEET 2

34. Teri has been hired by a company wh want to continue education at the coll for college since it will help her to adv with work may be too heavy a load fo should do?

____

____

____

***** NO KEY IS REQUIRED AS THIS IS PURPOSES AFTER STUDENT HAS B RESPONSES.

es that are expected of a new empoyee in a business.

VORKSHEET 2 continued

company which pays the tuition for employees who
on at the college level. Teri wants to accept this offer
elp her to advance, but she feels that study combined
avy a load for her. What is your opinion of what Teri

ED AS THIS IS TO BE USED FOR CLASS DISCUSSION
UDENT HAS BEEN GIVEN THE OPPORTUNITY TO GIVE

WHAT THE BOSS EXPECTS OF YOU

- BE THERE.
- BE ON TIME.
- FOLLOW INSTRUCTIONS.
- COOPERATE.

A JOB IS THE MOST
VALUABLE POSSESSION
YOU'LL EVER HAVE--
PROTECT IT.

TRANSPARENCY

UNIT

JOB MAINTENANCE

COMPETENCY

Identify good and bad work attitudes.

PERFORMANCE OBJECTIVE

Given information describing good and bad attitudes of co-workers, the student will be able to identify each type of attitude.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **Job Keeping Skills,** 1985.
2. South Carolina Department of Education. **Job Seeking--How and Where?**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Go over Information Sheet 1 with student. Discuss "Attitude Is More Important Than Ability." Have student brainstorm good and bad attitudes that people exhibit while on the job.
2. Review Information Sheet 2 on "Points To Ponder About Attitudes" with student.
3. Review Information Sheet 3 on "Examples Of Positive and Negative Work Attitudes" with student.
4. Have student complete Worksheet 1. Reinforce the need to be honest while completing "Job Attitude Inventory."
5. Have student complete Worksheet 2. Review the results in class.
6. Have student complete Worksheet 3: "Positive Mental Attitude Inventory."
7. Have the student complete Worksheet 4. Upon completion, go over how student is to rate himself/herself (included) and discuss those results as a class.
8. Review Information Sheet 4 with student and have student make a list of those work habits that need improvement. Have student decide how to improve those work habits and write down goals for improvement.
9. Have student complete Worksheet 5. Do not share answer sheet with student until time for discussion.

EVALUATION

Questions

1. All of these are qualities of an employee with a good attitude except
    a. enthusiasm.
    b. honesty.
    c. disloyalty.
    d. dependability.

COMPETENCY

Identify good and bad work attitudes.

EVALUATION continued

2. The ability to get along with others reflects
   a. work habits.
   b. interpersonal skills.
   c. personal skills.
   d. work attitudes.

Answers

1. c.
2. b.

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 1

There is an old saying which still remains true, and it is "attitude is more important than ability." Your attitude will certainly determine your success or lack of success. Many times competent employees lose their jobs or quit jobs due to a bad attitude. In other words, many times employees have the ability to correctly perform on the job, but they lack the necessary attitude. You may be puzzled, but you must understand that being able to do the job is not enough. You also must get your attitude in order if you expect to feel completely satisfied in your working environment. There have been many studies done that reflect large numbers of jobs were lost (people got fired) because employees were unable to get along with others. The ability to get along with others is as valuable as your knowledge of the job itself.

If you desire to be a successful employee, then you must not only adjust to your job, but adjust the job to your personality as well. Many new employees are able to do the first part, but lack the ability to adjust the job to themselves. They place that control into the hands of management of their employers. You need to always remember that the responsibility of success is a two-way street. Recognize early on that you can do a lot to ensure success and satisfaction on the job.

It is no secret that employers will expect good attitudes from their employees. They should be able to expect loyalty, enthusiasm, dependability, honesty, and a willingness to learn and accept criticism on the part of new and existing employees. Your behavior on the job will determine how your work attitude is judged by management. It reflects how an employee feels about the job, boss and company, company clients, and company co-workers; and the work attitude will play a big part in whether or not you are successful.

WORK HABITS AND INTERPERSONAL SKILLS

Let's first consider, "What are interpersonal skills?" Interpersonal skills relate to how you get along with others, namely co-workers. Therefore, your work habits and interpersonal skills are two influencing factors for maintaining any job. Work habits would include such traits as good attendance (look at your school attendance), tasks well done, and tasks completed on time. Interpersonal skills would include friendliness, cooperation, respect, and honesty on its list of desirable traits. If practiced early, both work habits and interpersonal skills can make you a more productive and satisfied employee.

We are not saying that we expect you to have perfect work habits and interpersonal skills the first day on the job, because it would be unrealistic. Employers are aware that new employees are nervous and inexperienced. Mistakes are common during the first few weeks for any new person. But, you must learn to get along with others if you expect to be a long term associate with any company.

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 1 continued

ADJUSTING ATTITUDE

Your attitude will set the pace for whether or not you can get along with others. Your outlook on life greatly affects your own attitude. It can be observed by watching you interact with others. If you are the kind of person that can see worthwhile qualities in others, in your job, or in life, then your attitude will reflect those beliefs. It also makes you a desirable person to work with. But do not despair, if you need to make changes it is not too late. You can develop a good attitude with practice and determination.

Your practice and determination can pay off once you learn how to take control of your own attitude. Your attitude can make you a person that likes others, likes to be around others, and that others like and like to be around. The key is to control your personality--with that in place, controlling your attitude is possible.

One exercise is to say something nice to everyone that you come in contact with in a given day. In addition, the power of smiling should never be underestimated. If you will exercise both of these techniques, you will soon find how easily a good attitude can be developed.

ATTITUDE DEFINED

The definition of attitude in the work setting is the mental feeling or emotion that one experiences toward his/her job, co-worker, supervisor, or physical objects in the work environment.

EXAMPLES OF POSITIVE ATTITUDES

1. Feeling of enjoyment when around others on the job
2. Good feelings when a worker surveys his/her job setting
3. Feeling of satisfaction when a worker receives his/her pay
4. Feeling of respect and positive regard when interacting with one's supervisor or boss
5. Feeling of acceptance and willingness when one is asked to stay on the job overtime

EXAMPLES OF NEGATIVE ATTITUDES

1. Feeling of discontent or anger when around others on the job
2. Constant complaining about physical elements on the job setting
3. Feeling of injustice or dissatisfaction in regard to one's pay
4. Feeling of contempt and disrespect toward one's boss without good reason
5. A constant lack of concern for being on time for work

INFORMATION SHEET 1 continued

** The primary reason that most people lose jobs is a negative attitude. This type of attitude goes hand in hand with an inability to get along with others.

If you follow all of the positives that we have attempted to point out, chances are that you will maintain your job. What is job maintenance? Job maintenance is the performance of one's job in a manner which the employer considers satisfactory. Such performance will enable the worker to continue in a position; and, in cases where performance surpasses what is considered normal, advancement or promotion may occur. The only way you can reap the rewards of job maintenance is to exercise the positive attitude that employers expect of you. Don't fake it--employers will see right through you.

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 2

POINTS TO PONDER ABOUT ATTITUDES

1. One of the most important factors in job success is attitude. A recent study concludes that 80% of beginning workers who lose their jobs lose them because they can't get along with others.
2. The attitudes we exhibit and develop in school usually carry over into our work life.
3. A person who looks on the good side of things usually has a better attitude.
4. The way people treat you depends greatly on your attitude toward them.
5. Your attitudes, good or bad, will affect your work.
6. An enthusiastic, positive attitude is contagious.
7. Attitudes are learned, not inherited. Because they are learned, you can learn new ones.
8. You, and only you, can decide to change your attitude.

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 3

EXAMPLES OF POSITIVE AND NEGATIVE WORK ATTITUDES

Loyalty

Positive
--Tries to make the company look good
--Works hard for the organization
--Does his/her best

Negative
--Criticizes the organization to outsiders
--Mostly concerned about what the organization can do for him/her

Enthusiasm

Positive
--Does his/her best
--Is interested in his/her work
--Shares ideas
--Appears cheerful
--Gives others help

Negative
--Does only enough to get by
--Doesn't care about the quality of his/her work
--May be grouchy

Dependability

Positive
--Arrives at work on time
--Finishes assigned work on schedule
--Calls when he/she must miss work due to illness
--Is seldom absent from work
--Keeps promises

Negative
--Arrives at work late
--Does not finish assigned work
--Misses work without notifying employer
--Is often absent from work
--Makes excuses
--Breaks promises

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 3 continued

Honesty

Positive
--Admits mistakes
--Expresses opinions

Negative
--May steal things from the company
--Trys to get away with as much as possible

Willingness to Learn

Positive
--Listens carefully to instructions
--Asks questions when he/she does not understand
--Trys new things
--Learns from mistakes

Negative
--Ignores instructions
--Dislikes taking advice

Willingness to Accept Criticism

Positive
--Follows suggestions made by others
--Uses criticism to improve the quality of his/her work
--Learns from suggestions
--Accepts criticism gracefully

Negative
--Gets angry or sulks when criticized
--Thinks he/she is always right
--Rejects suggestions
--Makes the same mistakes over and over

South Carolina Department of Education. **Affective Education Handbook for Vocational Education,** 1979.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 1

JOB ATTITUDE INVENTORY

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered four possible answers to each statement. Write the number of the answer you choose. Be honest. No one but you will see this inventory unless you decide to show it to someone.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	When I give my word or say I will do something I always do it.	4	3	2	1
2.	When I am working, no one has to urge me to finish, and when I finish a task I go on to others without being told.	4	3	2	1
3.	When working with others, I always try to cooperate and work as a team member, not as an individual.	4	3	2	1
4.	I always try to be cheerful at work; I seldom complain or grumble, even when I feel bad.	4	3	2	1
5.	When criticized or corrected for doing something wrong, I always listen and try to understand the criticism without getting mad.	4	3	2	1
6.	I never criticize my employers or the company's products to others. If I have a complaint, I talk to my supervisor.	4	3	2	1

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 1 continued

		Strongly Agree	Agree	Disagree	Strongly Disagree
7.	I'm willing to try new ways of doing things. I realize that education and training are continuous processes.	4	3	2	1

COMPETENCY: Identify good and bad work attitudes.

WORKSHEET 1 continued

Answers

Add the numbers you wrote and compare your score to those shown here.

Excellent attitude -- 22-24
Good attitude -- 18-21
Attitude needs improvement -- 12-17
Will probably get fired -- 6-12

How did you do? Write down the areas you have problems with and decide NOW to improve yourself in these areas.

1. Dependability
2. Initiative
3. Cooperation
4. Cheerfulness
5. Acceptance of Criticism
6. Loyalty
7. Flexibility or Willingness to Change

Kentucky Department of Education. **Employment Skills, "Having Good Work Attitudes"** (Module ES-15), 1979.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 2

HOW DO OTHERS SEE ME?

You should pretend that you are an employer and you have come to a high school to find workers. You know that teachers can tell you a lot about students and their attitudes. You give each teacher a checklist and ask him/her to complete it for those students who have applied. How would your teacher rate you? On the basis of your attitude, would you be hired? Write the answer that you think best suits you.

Dependability	**Always**	**Often**	**Seldom**	**Never**
1. On time				
2. Attendance (rarely absent)				
3. Assignments completed				
4. Works well alone				
Initiative				
1. Finishes task without being reminded				
2. Goes on to next assignment without being told				
Cooperative				
1. Works well with other students				
2. Works well with teachers				
Cheerfulness and Enthusiasm				
1. Has a pleasant manner				
2. Is friendly and positive				
3. Is easily excited about new things				

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 2 continued

	Always	Often	Seldom	Never
Acceptance of Criticism				
1. Tries to understand the problem when corrected without getting mad	______	______	______	______
2. Willing to try new methods when other methods aren't working	______	______	______	______
3. Activity looks for improvement	______	______	______	______
4. Receives criticism cheerfully	______	______	______	______
5. Learns from mistakes	______	______	______	______
Loyalty				
1. Participates in school organizations and events (clubs, sports, etc.)	______	______	______	______
2. Likes the school and feels a part of it	______	______	______	______
3. Wants to make others look good	______	______	______	______

Remember, the attitudes you are forming now will go with you when you leave school. How did you rate? List the areas in which you feel you are weak and tell how you are going to improve.

____

____

____

____

Kentucky Department of Education. **Employability Skills**, "Having Good Work Attitudes" (Modules ES-15), 1979.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 3

POSITIVE MENTAL ATTITUDE INVENTORY

Read each question and decide if your answer is yes or no. Be honest; no one but you will see this inventory unless you decide to show it to someone.

		YES	NO
1.	Do you believe in yourself?	______	______
2.	Do you have faith in your skills and abilities?	______	______
3.	Do you believe you can achieve anything you set out to do?	______	______
4.	Do you like yourself?	______	______
5.	Do you let others dictate who you are and what you really want out of life?	______	______
6.	Do you set your own goals and reach for them?	______	______
7.	Do you say "I can" instead of "I can't"?	______	______
8.	Do you see yourself as an achiever?	______	______
9.	Do you feel that a positive mental attitude can aid you in achieving whatever you want out of life?	______	______
10.	Do you believe in hard work and a positive approach?	______	______
11.	Do you have the courage to believe in your dreams?	______	______
12.	Do you think people like you when you're positive?	______	______
13.	Do you feel that your attitude affects others?	______	______

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 4

WORK HABIT INVENTORY

Take an honest look at yourself. Just as a grocery store clerk takes inventory to see what is on the shelf and what isn't, take inventory to see if you have good work habits.

Am I Honest?	**Always**	**Usually**	**Seldom**	**Never**
1. If your instructor makes a mistake in grading your paper and gives you a higher grade than you deserve, do you tell your instructor?				
2. When accidents happen and you are involved, do you tell someone even though it may cause you trouble?				
3. In any job you may have had, have you been honest in every way?				
Am I Accurate in the Work I Do?				
4. When you write a paper for school, do you try your best to use accurate and factual information?				
5. When you put a model car together, make or sew clothes, or anything else, do you do as exact a job as possible?				
6. When you have worked in the past, have you tried your best to do the job right?				

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 4 continued

Am I Honest?	**Always**	**Usually**	**Seldom**	**Never**
Do I Finish Jobs I Start?				
7. When volunteering for jobs at school do you finish them as soon as possible?	______	______	______	______
8. When you start a job or a project at home, do you finish it?	______	______	______	______
9. When you have worked in the past, did you finish the jobs for which you were responsible?	______	______	______	______
Do I Follow Instructions?				
10. When an instructor gives you an assignment, do you listen carefully, make notes when given instructions, and ask questions when you don't understand?	______	______	______	______
11. When doing a new project at home, do you follow written instructions carefully or listen closely to oral instructions?	______	______	______	______
12. Have you been very careful to follow written and oral instructions on past jobs you've had?	______	______	______	______
Do I Work Neatly?				
13. Are assignments you turn in at school neat? Do you try best to keep the classroom clean and neat?	______	______	______	______

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 4 continued

Am I Honest?	**Always**	**Usually**	**Seldom**	**Never**
14. Do you keep your room at home neat, and do you do your share to keep your home clean?	____	____	____	____
15. On jobs you've had, did you do neat work and keep your area clean and orderly?	____	____	____	____
Do I Concentrate on My Work?				
16. Do you pay attention in each class and leave other concerns outside the class?	____	____	____	____
17. When doing home projects, do you find it easy to stay with a task, giving it your full attention?	____	____	____	____
18. In past jobs, have you found it easy to pay attention to your work and leave personal problems at home?	____	____	____	____
Do I Plan My Work?				
19. When you work on an assignment at school, do you organize your material and think through what you're going to do?	____	____	____	____
20. Are your home projects carefully planned and organized?	____	____	____	____
21. When assigned tasks on jobs you've had, did you plan carefully and think through what had to be done?	____	____	____	____

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 4 continued

Am I Honest?	**Always**	**Usually**	**Seldom**	**Never**
Am I Wasteful or Conservative?				
22. Do you respect school property and try your best not to waste or damage school materials and property?	______	______	______	______
23. Do you try to conserve electricity, water, and other resources at home? Do you also respect property of other members of the family?	______	______	______	______
24. Do you try to conserve company material and resources on jobs you've had in the past?	______	______	______	______

Add up your points:

Always -- 4
Usually -- 3
Seldom -- 2
Never -- 1

Compare your score to those below.

86 -- 96	Excellent	You have excellent work habits. Since 90% of the employees who lose their jobs do so because of poor work habits, you will rarely, if ever, be fired from a job.
71 -- 85	Very good	Your work habits are very good and need only a little more effort to get you into the excellent range.
56 --- 70	Good	Your work habits are good and will help you on the job; however, you need to work on those habits that are pulling you down.
40 -- 55	Fair	Your work habits are fair, but you need to make a real effort to improve weak areas.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 4 continued

24 -- 39	Poor	Your work habits may get you into serious trouble on the job. Start now to improve your work habits.

Kentucky Department of Education. **Employability Skills**, "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

COMPETENCY

Identify good and bad work attitudes.

INFORMATION SHEET 4

PLAN NOW TO IMPROVE YOUR WORK HABITS

Habits have to be practiced every day to become true habits. Just as brushing your teeth (a good habit) or biting your nails (a bad habit) took constant practice, so will the development of good work habits.

WHY?

Why develop good work habits? You probably already know some answers, but here are just a few for you to think about. Maybe you can think of more.

1. Money! If bad work habits can get you fired, surely good work habits will get you raises and promotions.

2. Better jobs! Promotions usually go to the best workers. The best workers always have good work habits.

3. Pride! Everyone wants to feel good about himself/herself. By developing good work habits, you'll do a better job and feel better about yourself.

4. Better products! When the company prospers, its employees prosper.

5. Better working relations! Your supervisor and your co-workers will like and respect you for being a good worker.

How did you do on your work habit inventory? Make a list of those work habits that you need to improve. Decide how you are going to improve those work habits and write down your goals for improvement.

Example: Following instructions (work habit that needs improvement)

1. Listen carefully to instructions.
2. Make notes, especially on long and detailed instructions.
3. Ask questions when I don't understand.

Share your work habit improvement goals with your teacher, counselor, or trusted friend. They can help you improve your work habits and it will motivate you to try harder when someone else knows about your goals.

Kentucky Department of Education. **Employability Skills**, "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 5

RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES

Read the case studies below and decide which good work habits are being followed or violated. Write the possible consequences of these acts.

1. Sue feels she is being underpaid at the grocery tore where she is employed. She feels it's all right to take a few extra items home each week to make up for her low wages.
2. Alan has been a bookkeeper for several years now. He has always double-checked his work, but now feels he can get more work done by skipping this routine.
3. Judy is a new welder at a ship building company. She was the top welder in her vocational school class and feels that her way of doing certain jobs is better than the supervisor's methods.
4. Kevin is a new mechanic at a car dealership. He is a very good mechanic but doesn't keep his area clean and orderly. He often has to borrow tools from other mechanics.
5. Gene seems to work all the time in his new department store job but never really finishes a job. Just when he gets started on one job he goes to another.
6. Alice works in an automobile parts store. She has always been considered a topnotich worker. Lately, however, she's had problems at home and is often late for work and stays on the phone a lot with personal calls.
7. Jim feels he is underpaid at his electronic manufacturing job. He's been cited several times for using more material than necessary on his job. Jim feels he needs that material to do a good job and that the amount of material used is the company's problem, not his.
8. Ken is considered one of the best machinists in the plant, but also one of the slowest. His supervisor is puzzled about Ken's slowness, but Ken's co-workers know that he daydreams a lot and takes frequent breaks.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 5 continued

Answers

	Work Habit	Possible Consequences
1.	Honesty	Employers will overlook a lot of mistakes, but stealing is not one of them. Sue could be fired or even prosecuted in court for her actions.
2.	Accuracy	Alan may cause himself more work and even lose customers if he fails to catch his mistakes by not double checking. Accuracy is almost always more important than speed.
3.	Following Instructions	New workers should follow their supervisors instructions until they are totally familiar with their jobs. Judy could be reprimanded or even fired, especially if she makes a mistake doing it her way.
4.	Neat and Orderly Work and Work Areas	Kevin's co-workers will eventually get tired of loaning him tools, especially if he misplaces them. Kevin's messy areas will fail to impress his supervisor and could interfere with his work.
5.	Finishing a Job or Planning Your Work	Employers and co-workers soon lose trust in people who fail to finish their jobs. When you seem to have more to do than you can accomplish it's best to start and finish the more important jobs first. Plan your work and be sure to finish jobs you start.
6.	Concentrating on the Job	Letting personal problems interfere with work will eventually spell trouble. Company time must be used for company jobs. Personal matters can lead to lost or wasted time, being passed over for promotions, and eventually to firing.

COMPETENCY

Identify good and bad work attitudes.

WORKSHEET 5 continued

Answers

	Work Habit	**Possible Consequences**
7.	Conserve Resources	Each worker must realize that everyone plays a part in the company's success or failure. When you waste utilities, materials, or time, a loss of profit to the company will result. A loss of profit means less money to pay you and less money for expansion of more jobs.
8.	Concentrating on the Job	Daydreaming, taking unscheduled breaks,and loafing on the job will result in lower production, fewer promotions, and fewer pay raises. When you agree to work for a wage, you agree to do the best possible job. Concentrating on the job will help you turn out a better product, get more done, and even help time pass faster.

Kentucky Department of Education. **Employability Skills**, "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

MAGIC WORDS

THE MOST MAGIC WORD IN THE WORLD TO ANYONE IS HIS/HER NAME - THANK YOU - PLEASE - NO SIR - YES SIR - NO MA'AM - YES MA'AM - HELLO - EXCUSE ME - HOW ARE YOU TODAY? -

USE THESE WORDS
AND WIN !

TRANSPARENCY A

the BOSS DISLIKES

LIARS
WHINERS
REBELS
SLOTHS
GOOF OFFS
EGOMANIACS
AIR HEADS
LAGGARDS

WHY BE ANY
OF THESE?

TRANSPARENCY B

THANK GOD
IT'S

MONDAY

- UP AND AT 'EM--IT'S A BRAND NEW WEEK.
- FIVE WHOLE DAYS TO BUILD MY CAREER.
- FORTY HOURS TO EXCEL AT MY JOB.
- 2,400 MINUTES TO WORK FOR PROMOTION.
- IT'S NOT THE ALARM CLOCK RINGING,
  IT'S OPPORTUNITY KNOCKING!

TRANSPARENCY C

UNIT

JOB MAINTENANCE

COMPETENCY

List qualities that employers expect in employees.

PERFORMANCE OBJECTIVE

Given a list of qualities that employers expect in employees, the student will be able to identify all of these qualities as they relate to their own working personality traits. The student will cite at least two qualities of their own that need improvement.

INSTRUCTIONAL RESOURCES

1. South Carolina Department of Education. **Job Keeping Skills**, 1985.
2. -----------. **Job Seeking-How and Where?**, 1981.

INSTRUCTIONAL ACTIVITIES

1. Completely review Information Sheet 1 with student. We have attempted to cover each acceptable character trait expected of an employee. There are seven positive work habits that you may want to discuss with student.
2. Instructional Activities 1 and 2 deal with honesty on the job. Have student complete these and have a class discussion on student responses.
3. Instructional Activity 3 deals with initiative. Have student complete and go over responses. Discuss the case problem with student.
4. Before assigning the instructional activities on "Getting Along With Others," have student read Information Sheet 1. Instructional Activities 4-6 deal with this subject matter.
5. Instructional Activity 7 deals with loyalty. Have student complete the activity and go over it.
6. Before assigning the instructional activity on "Criticism," have student read Information Sheet 2. Instructional Activity 8 deals with criticism and learning how to accept it.
7. Instructional Activities 9 and 10 deal with following directions. There is a humorous test included to introduce this trait. Go over the importance of following directions following the test. It will be more meaningful to the student after the test is completed.
8. Before assigning the instructional activities on "absenteeism," have student read Information Sheet 3. Then have student complete Instructional Activity 11.

COMPETENCY

List qualities that employers expect in employees.

EVALUATION

Questions

1. An employee that is dependable is also considered
   a. honest.
   b. reliable.
   c. punctual.
   d. safe.

2. A retail salesperson that begins to straighten the merchandise on the floor without being told to exhibits a special characteristic known as
   a. initiative.
   b. enthusiasm.
   c. honesty.
   d. loyalty.

Answers

1. b.
2. a.

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 1

All employers realize that new employees are not perfect. For that matter, neither are veteran employees. But, employers still expect certain characteristics to be evident in their workers. We all know that we must be productive enough for our company to earn a profit so that our salaries can be paid. In addition to a job well done, you will need to possess the following qualities if you are to be successful in the world of work:

1. Honesty
2. Dependability
3. Initiative
4. Cooperation--equal sharing of work assignments and congenial manner of interacting with others
5. Enthusiasm
6. Loyalty
7. Acceptance of constructive criticism
8. Willingness to follow directions
9. Willingness to learn--proficiency in one's work

In addition, you need to consider the following positive work habits that employers expect:

1. Low absenteeism
2. Appropriate, neat dress
3. Punctuality
4. Quality work
5. Safety
6. Adherence to directions
7. Saving of materials and time

WHY HONESTY?

Honesty is one of the very basic requirements for finding and keeping a job. Dishonest employees place a strain on the company, its clients, co-workers, and management. It can sometimes lead to prosecution, if the dishonest behavior demonstrated is extreme. Prosecution is not all to be considered, but also dismissal from your position is more than likely to occur. When we refer to dishonest behavior, we mean for example, misrepresenting or cheating on time worked or stealing from the company. Therefore, employers cannot afford to pay you for work not done or allow merchandise or supplies to be taken home for personal use. In conclusion, you are honest by being on time, by not being wasteful, by not stealing, by being truthful in all situations, and by doing an honest day's work.

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 1 continued

DEPENDABILITY DEFINED

An employee that is dependable is one that is reliable. Employers can count on these employees to be at work when they are supposed to be and to do the work assigned to them. Dependability also refers to the person that sometimes does more than his/her share of work when necessary.

INITIATIVE DEFINED AND EXEMPLIFIED

Initiative is the readiness and ability to start a course of action. A person who demonstrates initiative is one who takes the first action in any situation. Initiative is an indication of a good attitude displayed through action. The following are examples of initiative:

1. A retail salesperson dusting and cleaning the merchandise and display units.
2. A retail salesperson rearranging merchandise on the display units.
3. Straightening merchandise on the sales floor and/or the stockroom.
4. Checking to see if all merchandise is properly tagged and in the right section.

COOPERATION DEFINED

Cooperating with others involves having sound working relations with others and working together toward a common goal. Otherwise, if you cannot cooperate, you probably will not survive on the job. Social skills of this nature are as important as the technical skills you have to take on the job with you.

ENTHUSIASM DEFINED

Enthusiasm is a feeling of excitement, joy, and happiness. Enthusiasm occurs when there is a sincere interest and belief in something or someone. Therefore, the best employees are those who like their work and show enthusiasm for it. With enthusiasm, not only will you achieve, but you can accomplish your goals. It makes hard work easy and fun. If you like your work and find it enjoyable, life itself is more fun and interesting. Enthusiasm is another feeling that cannot be faked--you either have it or will need to improve in that area.

LOYALTY DEFINED

Loyalty means being conscientious and doing the "right" thing for anyone--in this case, the employer. You are able to recognize the difference in right or wrong. It also means that when you're "privy" to confidential information, you keep the information to yourself and discuss it with no one outside of the company. This is true whether or not you agree with the confidential information that has been entrusted to you.

WHY ACCEPT CRITICISM?

Criticism is important because it is the way that employers formulate job expectations. A worker that can accept criticism is one that can learn to be more efficient. This is a difficult area for many employees, but accepting criticism needs to be done with a good attitude. Remember, employers want you to succeed on the job. You are able to do this through an employer's constructive criticism. You should take the criticism seriously and listen carefully so that you can improve on certain work habits and performances.

WHY A WILLINGNESS TO FOLLOW DIRECTIONS?

All employees should be willing to follow directions if they truly want a job. They should listen carefully to instructions because they will be expected to follow them exactly. Otherwise, there would be no need for instructions without those expectations. As an employee, you should not expect to be watched over in order to ensure that you perform work as the directions indicate. An employer will consider you to be a valued employee if you can listen carefully and do what is assigned.

WHY A WILLINGNESS TO LEARN?

As you already know, you will not report to a job and know everything about what you are assigned to do. You may be very capable, but there are some things that you will be expected to learn. Moreover, you may merely build on learning you have acquired somewhere else. But, you must be open to this kind of learning. You must demonstrate a willingness to learn new areas or ways of doing tasks required by the company. Your work will seem much easier if you are willing to learn the procedures unique to the company employing you.

Before you complete this unit, you should discuss the seven positive work habits found on the first page of this Information Sheet. As a student , you should consider why the seven items would be expected of you as new or veteran employee. In your discussion, also examine how an employee can benefit from these expectations.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 1

Questions

1. Circle the letter that best defines "enthusiasm."
   a. An attitude of indifference.
   b. A feeling of happiness, excitement, and joy.
   c. Acting interested and excited--screaming and jumping up and down.
   d. Pretending to be excited.

2. Circle the letters beside the following items that contribute to enthusiasm for others.
   a. Being self-centered
   b. Interest
   c. Caring
   d. Desire to help
   e. Indifference
   f. Liking
   g. Believing
   h. Pretending
   i. Acting
   j. Giving
   k. Receiving

3. Write a brief narrative explaining how you would demonstrate enthusiasm for another person on the job.

Answers

1. b.
2. b., c., d., f., g., and j.
3. Narrative should include a majority of the following terms defining enthusiasm:
   a. Interest
   b. Liking
   c. Desire to help
   d. Believing
   e. Giving
   f. Caring

Interest Distributive Education Curriculum Consortium. **Human Relations,** "Enthusiasm Counts" (Lap 8). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 2

WHAT WOULD YOU DO?

1. If you found a ten-dollar bill on the floor where you work?

2. If you saw a co-worker taking something that belongs to the company?

3. If you and a co-worker were given an assignment, but the co-worker refused to cooperate or do his/her part of the work?

4. If your supervisor was away from the workplace and your co-workers pressured you to leave early with them?

5. If you knew a co-worker was cheating on his/her time card?

6. If you felt that you were being taken advantage of by your supervisor?

7. If you watched co-workers wasting materials or supplies?

8. If for some reason you were cleaning up and found that there were usable materials placed in the trash containers?

9. If you saw a person shoplifting
    a. where you were working?

    b. in a store where you were making a purchase?

10. If you knew a co-worker used sick days to take care of personal business?

South Carolina Department of Education. **Affective Education Handbook for Vocational Education**. Columbia, S.C., 1979.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 3

HONESTY AND JOB PERFORMANCE

1. List at least three things that an honest employee would not do in job situations such as record keeping, time keeping, stock keeping, and jobs that require working with money.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

2. Give at least four reasons why it is necessary for employees to demonstrate honest behavior.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

Answers

1. a. Steal
   b. Punch cards without authorization
   c. Misplace or hide merchandise
   d. Be careless in counting change to customers
   e. Mismark merchandise, etc.

2. a. Dishonest behavior would be detrimental to the business, its customers, other employees, supervisors, and management.
   b. The dishonest employee would not be retained by the business and would probably have a great deal of difficulty obtaining another job.
   c. Honesty is one of the basic requirements for obtaining and keeping a job.
   d. It is unlawful to demonstrate dishonest behavior in business. The dishonest person could be legally prosecuted.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 3 continued

e. Dishonest behavior breeds self-contempt and dislike. It is important to like and respect yourself in order to perform a job effectively and in order to get along well with others.

* You may find through brainstorming with students that there are other answers that would be appropriate for these questions.

Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Honesty and Integrity on the Job" (Lap 5). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 4

INITIATIVE WORKSHEET

1. Define initiative.

____

____

____

2. In the situation below,explain how you could demonstrate initiative.

SITUATION: You are employed as a service station attendant at a local service station. Business is very slow today. There are no customers at the present time.

How could you demonstrate initiative?

____

____

____

USING INITIATIVE

3. If you are employed, write a description of your job situation. If you aren't employed, write a description of a job situation that is in line with your occupational objective.

____

____

____

4. Write at least three ways that you could demonstrate initiative in the above situation.

a. ____

b. ____

c. ____

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 4 continued

CASE PROBLEM

Bill's career goal is to be a plumber. During summer vacation, he works as a plumber's helper. One of his job tasks is to help his employer with all the work. His employer constantly has to remind Bill what to do next. After Bill completes a task he usually daydreams until his employer gives him something else to do. Be prepared to answer the questions on the following page.

5. Is Bill using initiative on the job? Explain your answer.

6. What are some of the things Bill could do after completing a task rather than daydreaming?

7. Do you think Bill should change his career goal? Why or why not?

Question 1-4. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Initiative" (Lap 9). Columbus, Ohio: Ohio State University, 1974.

Questions 5-7. Como, Jay. **Surviving on the Job**. McKnight Publishing Company, 1983.

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 2

POINTS TO PONDER

Getting along with others involves individuals working harmoniously together toward common goals. Good working relationships are free from ill-feelings, misgivings, jealousy, and skepticism. They are built on mutual trust and cooperation.

Ways to Get Along With Others

1. Take pride in your work.
2. Relate (deal) with others honestly, fairly, and with respect.
3. Show an interest in and consideration for others.
4. Assist fellow workers and cooperate with them.
5. Maintain an objective point of view in problem situations.
6. Maintain positive attitudes toward yourself, your work, and others.
7. Maintain a well-groomed appearance.
8. Place business objectives before personal ones.
9. Carry your share of the work load. (Don't ask or rely on others to do your work for you.)
10. Maintain good health and attendance.

Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Building Sound Working Relationships" (Lap 19). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 5

SELF-ASSESSMENT

DIRECTIONS: Rate yourself on your skill in getting along with others. Place a check mark ( ) in the appropriate space beside each statement. Try to answer as accurately as you can.

	Never	Seldom	Sometimes	Most of the time	Always
EXAMPLE					
1. I show an interest in my fellow employees.	______	______	______	______	______
2. I take pride in my work.	______	______	______	______	______
3. I deal with others honestly, fairly, and with respect.	______	______	______	______	______
4. I show interest and consideration for others.	______	______	______	______	______
5. I assist fellow workers and cooperate with them.	______	______	______	______	______
6. I maintain an objective point of view in problem situations.	______	______	______	______	______
7a. I maintain positive attitudes toward myself.	______	______	______	______	______

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 5 continued

	Never	Seldom	Sometimes	Most of the time	Always
b. I maintain positive attitudes toward others.	______	______	______	______	______
c. I maintain positive attitudes toward work.	______	______	______	______	______
8. I maintain a well-groomed appearance.	______	______	______	______	______
9. I place business objectives before personal ones.	______	______	______	______	______
10. I carry my share of the work load.	______	______	______	______	______
11. I maintain good health and attendance.	______	______	______	______	______

Interest Distributive Education Curriculum Consortium. **Human Relations**, "Building Sound Working Relationships" (Lap 19). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 6

PROBLEM SITUATIONS

Directions: Place an "N" before each situation that illustrates not getting along with others and a "G" before each situation that illustrates getting along with others.

_____ 1. Mary and Zelda are very good friends, as well as fellow employees. They both sell housewares at the Realbiggie Department Store. They go to lunch together every day. There are no other salespeople in the housewares department.

_____ 2. Lisa began working at the Creative Advertising Agency three days ago. She is employed as a copy proofreader. Because her work has piled up, she has decided to work evenings until it's done. Martha, a Creative employee for 13 years, told Lisa that she would stay and help her with her work.

_____ 3. Tom, Jack, and Mike work as stockers at a large wholesale company. Their work consists of unloading boxes and crates from trucks, marking the boxes, and placing them in the proper locations in the stockroom. Jack broke his arm. Tom and Mike told him they would do the heavy work if he would mark the boxes. Their supervisor said that the arrangement would be fine as long as the work got done.

_____ 4. Charles is employed as a sales representative for the House of Dummies Display Company. Jack Goforth and Sam Dolittle are the two other sales representatives. One day Charles was out of the office making a sales call. One of his customers called in and placed a large order. Sam answered the phone and took the order. Sam took credit for the sale and received the 10% commission ($500).

_____ 5. Harry and Bob are sales personnel at Nocorn's Shoe Store. They get along well and often go places together when they aren't working. They are required to report to work at 8:30 every morning. Harry always gets to work on time, but Bob doesn't. Bob likes to watch the late movie on T.V. Harry punches both his and Bob's timecards each morning so that Bob won't get into trouble.

_____ 6. Darlene has worked for the Herald News for nearly five years. She works very hard and does an outstanding job. She has received several pay raises, and her supervisor is always complimenting her on her fine work. When Darlene eats lunch with the other ladies in her department, she never says anything about the raises or about what her supervisor has said.

Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Building Sound Working Relationships" (Lap 19). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 6 continued

Answers

1. N
2. G
3. G
4. N
5. N
6. G

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 7

1. Why must employees be able to get along with others on the job?

____

____

____

2. If a fellow employee tells you a rumor about your supervisor, what should you do?

____

____

____

True or False

__________ 1. When someone is criticizing you it is all right to respond angrily.

__________ 2. It is not necessary to have contact with other employees as long as you do your job.

__________ 3. All adult workers know how to control their tempers.

__________ 4. A slowdown in production can be caused by hostility among workers.

__________ 5. The directions of a supervisor should be followed willingly and enthusiastically.

__________ 6. Telling employees to improve is sometimes necessary for a supervisor.

__________ 7. The attitude of an employee can be shown without speaking.

__________ 8. As long as an employee knows that it is true, it is permissible to spread gossip.

__________ 9. Accepting the faults of others is important for an employee to learn.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 7 continued

CASE PROBLEM

Richard is employed as a salesperson at a department store. It is Richard's third day on the job. Steve, another employee, told him that he thought the stockworker was stealing merchandise from the store. During Richard's dinner break, he repeated what he had been told to the office secretary, who is his girlfriend. The secretary then told her boss what Richard had said. The boss called the stockworker into his office and fired him for stealing.

1. Did Richard use good judgment in telling his girlfriend what he had been told about the stockworker? Why or why not?

   ____

   ____

   ____

2. How could the situation have been better handled?

   ____

   ____

   ____

   ____

Answers

Questions 1 and 2--student opinion

True-False
1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. False
9. True

Case Problem--student opinion; this is useful for class discussion.

Como, Jay. **Surviving On The Job.** Bloomington, Illinois: McKnight Publishing Company, 1983.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 8

LOYALTY WORKSHEET

True or False?

__________ 1. Disloyalty is stealing from your employer.

__________ 2. Disloyalty is reporting a shoplifter.

__________ 3. Loyalty is taking an extra ten minutes for lunch.

__________ 4. Disloyalty is buying a product your employer manufactures.

__________ 5. Loyalty is criticizing your employer in front of friends.

__________ 6. Disloyalty is buying a product from a competitor of your employer.

__________ 7. Loyalty is not reporting another worker whom you see stealing.

__________ 8. Disloyalty is loafing when your supervisor is not around.

__________ 9. Disloyalty is recommending your company's product to a relative.

__________ 10. Loyalty is overlooking a mistake you've made in your work.

1. Why is it important for an employee to be loyal?

____

____

____

____

2. Give at least three examples of how you can demonstrate loyalty on the job.

____

____

____

____

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 8 continued

Answers

1. True
2. True
3. False
4. False
5. False
6. True
7. False
8. True
9. False
10. False

Questions 1 and 2: Student opinion

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 3

CRITICISM HURTS AND HELPS

"The quality of your work needs to be improved."

"You will need to speak more softly so that you don't disturb the others."

"You need to learn how to get along better with the other employees."

Criticism! It hurts and helps! It hurts in the respect that it often causes us to become disappointed in ourselves. It makes us realize that we aren't perfect. We would like to think that we are and that is what makes criticism difficult to accept. The first step in being able to do this is to recognize that we are human and that all of us make mistakes. If we accept that, then we are on the way to making criticism a helpful tool.

The second step in accepting criticism is the desire to learn. Through criticism, we can increase our knowledge of things, other people, and ourselves. Criticism provides opportunities for us to recognize our own personal and professional weaknesses. These recognitions are necessary if improvements are to occur. Sally Jo will continue to "slouch" at the typewriter until she recognizes that slouching decreases her typing skills. Rick will continue to chew gum during sales transactions until he learns that chewing gum can offend customers and negatively influence sales.

The third step in accepting criticism is the desire to achieve and excel. What we gain through knowledge is of little value until we have the desire to do something with it. When we are motivated to reach personal and professional objectives, we are able to welcome suggestions and criticisms. They are like road signs telling us, warning us, and helping us reach our objectives.

POINTS TO PONDER ABOUT ACCEPTING AND USING CRITICISM

The following three statements express facts that are necessary in order to accept criticism.

1. We are all human and human beings make mistakes.
2. The desire is to learn.
3. The desire is to achieve and excel.

When you are criticized, analyze and use the situation by turning the three statements into three steps.

Step 1--Recognizing that you made a mistake. If you change your behavior, but still believe you were "right," you have not really accepted the criticism. Only by recognizing our mistakes can any of us change and improve our actions.

INFORMATION SHEET 3 continued

Step 2--Ask yourself, "What can I learn from this criticism?" In other words, what is this criticism pointing out? We often do not recognize that only one action or one behavior is being objected to--not the entire person. If the criticism is constructive, someone is not saying, "I don't like you." Rather, they are saying, "I don't like what you are doing in this situation." Therefore, to be able to learn from this criticism, you must be able to see exactly what is being criticized.

Step 3--In order to improve, you must change your behavior. Criticism is usually offered because what you are doing is either hurting you or someone else. After accepting that you have made a mistake and recognizing what specifically was being criticized, you can then decide what to do so that the problem is not repeated. Of course, deciding what change to make is only worthwhile if you carry it out.

Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Accepting Criticism" (Lap 13). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 9

ACCEPTING CRITICISM

Directions: Circle the letter beside three of the following phrases which are necessary for people to believe in, in order to accept criticism and turn it into a helpful tool.

1. The recognition that praise is far more helpful to a person than criticism.
2. The recognition that we are human and human beings make mistakes.
3. Satisfaction with ourselves and with the way things are.
4. The desire to learn.
5. Maintaining resistance to critical comments.
6. The recognition that people who criticize are usually unhappy people who are dissatisfied with themselves.
7. The desire to achieve and excel.

ACCEPTING AND USING CRITICISM

Directions: List the three steps necessary for accepting criticism and turning it into a helpful tool.

1. ______________________________

   ____

2. ______________________________

   ____

3. ______________________________

   ____

In a situation where criticism is offered, either by the teacher or in an observed situation, you will demonstrate that you can use the above three steps to accept criticism and change your behavior in order to improve in the criticized area.

Answers

Accepting Criticism
2, 4, and 7

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 9 continued

Accepting and Using Criticism

1. You must recognize that you made a mistake.
2. Ask yourself, "What can I learn from this criticism?"
3. In order to improve, you must change your behavior.

Interstate Distributive Education Curriculum Constortium. **Human Relations,** "Accepting Criticism" (Lap 13). Columbus, Ohio: Ohio State University, 1974.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 10

FIVE-MINUTE TIME TEST

CAN YOU FOLLOW DIRECTIONS?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an "X" in the lower left hand corner of this paper.
6. Sign your name under the title of this paper.
7. After the title write ...yes, yes, yes.
8. Put a circle around sentence seven.
9. Put an "X" in the lower left hand corner of this paper.
10. Draw a triangle around the "X" you just made.
11. On the back side of this paper multiply 703 x 66.
12. Draw a rectangle around the word "paper" in sentence six.
13. Loudly call out your first name when you get to this point.
14. If you think you have followed directions carefully to this point in the test, write "I have" in the bottom right hand corner.
15. On the reverse side of this paper, add 8950 and 9805.
16. Put a circle around your answer, then put a square around the circle.
17. Count out in a normal speaking voice from one to ten backwards.
18. Punch three small holes in the top of this paper with your pencil point.
19. If you are the first person to get this far, call out loudly, "I am the first person to get to this point and I am a leader in following directions."

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 10 continued

20. Underline all even numbers on this side of the paper.
21. Say out loud, "I am nearly finished and have followed directions."
22. Now that you have finished reading carefully, do only statements one and two.

Job Seeking--How & Where--Instructor's Guide, Columbia, S.C.: South Carolina Department of Education, 1981.

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 11

CASE PROBLEMS FOR FOLLOWING INSTRUCTIONS

Mark is employed in the body shop of a car dealership. His job is to write up work orders for customers who need repairs done on their cars. One day Mark received a memo from his boss detailing changes that were to be made in the way work orders were to be written. Mark did not understand the memo so he put it away. He continued to complete the work orders the way he had been doing previously. The next day Mark's boss called him into his office. He demanded to know why Mark had incorrectly completed the work orders. Mark replied that he didn't understand the new instructions he had received.

1. If you were Mark's boss, what would your response to Mark be?

____

____

2. What can Mark do to make sure a situation like this does not occur again?

____

____

Ann works as a nursing aide in a hospital. Her main job is to take patients to other departments or rooms inside the hospital. One day Ms. Foster, her supervisor, gave Ann the following instructions, "Ann, take Mrs. Grant to the lab at 10:00. After that, take the patient in Room 311 to X-ray. Then take all the broken carts on the fourth floor to Mr. Reed. But take your break before you do that." After taking Mrs. Grant to the lab, Ann forgot what she had to do next. She had to have Ms. Foster paged over the hospital intercom system so she could repeat the instructions.

1. What should Ann have done while Ms. Foster was giving her instructions?

____

____

2. Was Ann listening or hearing? Explain your answer.

____

____

3. Do you think Ann deserves a reprimand from Ms. Foster? Explain your answer.

____

____

Como, Jay. **Surving on the Job.** Bloomington, Illinois: McKnight Publishing Company, 1983.

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 4

POINTS TO PONDER ABOUT ABSENTEEISM

Were you really ill the last time you called into work sick?

Could you have gone to work with that slight headache or that upset stomach? Your attendance on the job is extremely important.

According to doctors not all people who call in sick are really sick. In fact, if only half the people were really ill, the air would be so filled with germs that it would be unsafe to go outside of the house and breathe.

Absenteeism is a very serious problem in business today. Absenteeism is costing business in excess of $20 billion each year. This is made up of overtime payments, recordkeeping expenses, extra fringe benefits, and lost productivity due to inexperienced people substituting.

In addition to the added costs involved with absenteeism, there is the problem of strained human relations. Someone will have to do your work when you are not at work. This is upsetting to a person called at the last minute to replace you if he/she had planned something for that day.

Or, it is equally upsetting to tell an employee to stay at work an extra shift because you cannot come to work. Put yourself in this person's shoes. How would you like to have to cancel all of your plans to cover for someone who is probably not that seriously ill anyhow? Rather inconsiderate, isn't it? It is human-relations smart to go to work every day unless you are seriously ill.

The individual who fails to consider the consequences of absenteeism is foolish and immature. There is no clearer sign of immaturity than playing with fire -- when you know you are going to get burned. People who take frequent days off work will get burned either by a lost promotion or untimately a lost job. Remember that day you took off last week or last month? It is on your record in the personnel office. When it comes time for a raise or for a promotion, guess who will get passed over? Right! The person with the record.

When should you stay home from work? Experts in human relations suggest that you stay home when your physical or emotional state may be damaging to your well being or your productivity or harmful to others with whom you are in contact. If you are in one of those situations, indeed you should stay home. Any other time, you should be on the job and on time.

Absenteeism hurts the career you have planned in many ways. Here are a few.

1. Other workers will resent having to do your work for you, so relationships will be strained and that all important concern of teamwork will be destroyed. It is hard to cooperate with a person on a team who is not willing to give all to the overall performance of the team.

INFORMATION SHEET 4 continued

2. A poor attendance record will cause your supervisor not to trust you. Your employer cannot rely on you to be at work to get your work done. Without this trust, recommendations for raised wages or for promotions are hard to come by.

3. These attendance records are permanent. They can be and are transferred from one company to another. Even if you do not plan to keep the job you presently have, your records are important to your future. That job you really want may be dependent upon past attendance records.

4. Employers with good work records regarding absenteeism are among the last to be cut back or released because of a lack of business. So, your attendance records are important to you in continuing the job that you presently have.

What You Should Do If You Cannot Go to Work

Here are a few suggestions to follow if you find that you cannot go to work.

1. Make sure your reason is valid and justifiable.

2. Notify the company as far in advance as possible of your decision not to come to work. This gives them time to arrange for someone to work your shift. Every store has substitute workers but it is sometimes difficult to find someone who can come to work on short notice.

3. If a special event is coming up, clear the day off as far in advance as possible so schedules can be changed. Personnel people have more to do than to just prepare and change schedules. If someone asks you to change hours with them, try to cooperate because you never know when you might need a return favor. Some stores have gone to the practice of making employees find their own replacements when they want time off to attend a special event. Cooperation among members of the work force is essential if this policy is followed in your store.

4. If you are going to be late for work, try to follow the same rules. Notify the personnel manger so an arrangement can be made for someone to cover for you. Lateness, although not as severe as absenteeism, is a big problem in business today.

A good work record is one of the most valuable assets a person can have. This record shows that you are mature and concerned about your future. A good record, free of numerous absences, shows pride; a rare quality in many people today. This pride will carry over into other areas which will increase the chances of your success.

COMPETENCY

List qualities that employers expect in employees.

INFORMATION SHEET 4 continued

Thoughts for Discussion

1. How is absenteeism harmful to the individual? To the company?
2. Trace the events that occur when you are absent from work.
3. What are some guidelines to consider regarding your absence from the job?
4. Why is a good attendance record important?

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 12

ABSENTEEISM WORKSHEET

1. List three acceptable reasons for an employee to be absent from work.

____

____

____

2. Why should an employee let his/her employer know ahead of time if he/she is unable to come to work?

____

____

____

True or False

_________ 1. An employee can miss as many days as wanted as long as the employer is notified.

_________ 2. Having a minor cold isn't a good reason to be absent from work in most cases.

_________ 3. It pleases employers when employees are absent from work because they don't have to pay them for days out of work.

_________ 4. Being absent from work is justified by the death of a close family member.

_________ 5. Sufficient notice of being absent from work is five minutes before starting time.

_________ 6. Excessive absenteeism causes many employees to be dismissed from their jobs every year.

_________ 7. An employee who comes to work when scheduled is dependable.

_________ 8. A legitimate excuse for missing work is forgetting to set your alarm clock.

_________ 9. An employee may be required to submit a note from a doctor after missing work.

_________10. Absenteeism costs business/industry money.

Como, Jay. **Surviving on the Job.** Bloomington, Illinois: McKnight Publishing Company, 1983

COMPETENCY

List qualities that employers expect in employees.

WORKSHEET 12 continued

Answers

1. False
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. True
10. True

KEY ELEMENTS IN A GOOD EMPLOYEE

- LOYALTY
- COMMITMENT
- COMMUNICATION
- CONCERN
- CONTRIBUTION

MEASURE YOURSELF
GO THE EXTRA MILE

TRANSPARENCY A

15 SECRETS FOR SUCCESS

1. AMBITION
2. COOPERATION
3. RESOURCEFULNESS
4. COURTESY
5. INDEPENDENCE
6. ACCURACY
7. CAREFULNESS
8. FRIENDLINESS
9. RESPONSIVENESS
10. PERSEVERANCE
11. POISE
12. NEATNESS
13. DEPENDABILITY
14. EFFICIENCY
15. DEDICATION

AND THEY'LL WORK FOR EACH OF US

TRANSPARENCY B

YOU

ARE THE

1
2
3
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11

**YARDSTICK
BY WHICH**

- YOUR SCHOOL
- YOUR FAMILY
- YOUR RACE
- YOUR JOB

ARE MEASURED

TRANSPARENCY C